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ABSTRACT

The One Hundred Eleventh Street Elementary School of the Los Angeles Unified School District, located in the heart of the black community of Watts, attracts visitors from other schools and school districts throughout the nation. The instructional program at 111th Street School is completely ungraded, with teachers, resource personnel, and supporting aides and volunteers organized into two units. The Early Childhood unit consists of four teams and serves children who would normally be in grades K-3. The Upper Age Group serves children who would normally be in grades 4-6. Students are freely transferred between the units based on their abilities. The environment of the 111th Street School is dynamic. Frequent faculty workshops, team meetings, and staff development activities result in improved procedures for managing the ungraded instructional program and the general operation of the school. The staff at the 111th Street School have supplemented and modified the basic instructional design as necessary to accomplish the objectives of the school and the Los Angeles Unified School District. Since 111th Street is a Title I school, receiving funds under the 1965 Elementary Secondary Education Act, they have received the support of Title I administrative staff and from the Compensatory Education Activity Support Unit, Program Development. Parents take pride in the 111th Street School and actively participate in the instructional program and overall school operation. (Author/JM)

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Promising Practices
A Guide to Replication
Principal's Directory

ONE HUNDRED ELEVENTH STREET SCHOOL

DR. LOVELIA P. FLOURNOY, PRINCIPAL

This Directory was produced by
The Los Angeles City Unified School District
Dr. William J. Johnston, Superintendent

in cooperation with

The Compensatory Education Activity Support Unit of the
California State Department of Education
Wilson Riles
Superintendent of Public Instruction

January 8, 1974

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Acknowledgements

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Mr. Daniel R. Lawson, Vice Principal
Faculty and Staff of 111th Street School

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Mr. William Anton, Director, ESEA, Title I, LAUSD
Mr. Pelham Calhoun, Assistant Director, ESEA, Title I, LAUSD
Mr. Hal Kimball, Field Coordinator, Area B, LAUSD

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State Department of Education

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Learning Achievement Corporation
San Jose, California

The Principal's Directory

The 111th Street School is successfully educating black students from grades K-6 in inner-city Los Angeles. The key to the program's success is a form of organization designed to functionally support an ungraded system of learning centers devoted to attainment of specific educational objectives. Two Directories, this for the Principal and a separate volume for the Classroom Teacher, provide a complete pattern to follow in creating a similar structure within your own school environment.

To UNDERSTAND the 111th Street School Program:

1. Scan the TABLE OF CONTENTS of this Directory to see how the book is organized.

2. Read carefully the BACKGROUND section of this Directory.

   Judge the compatibility of the 111th Street concept and approach with your own circumstances by reading the Overview (page 1), Statement of Philosophy (page 4), Instructional Model (page 11), and Development of the Instructional System (page 9).

   Compare your achievement objectives with those of the Los Angeles Unified School District (LAUSD) against which the 111th Street School was measured (page 18).

   Check your available personnel resources against the School Organization Chart (page 2) and the list of Program Participants (page 7).

   Read carefully the Operation of the Instructional System, beginning on page 10 . Review the Early Childhood Education and Upper Age Group team organizations and instructional schedules within the context of the three-week instructional cycle (fold-out chart) to understand how instruction is planned and delivered.

3. Review briefly the CALENDAR, noting the emphasis on organization and the time requirements for testing and team meetings. Note the key instructional events (bold face); refer to the detailed explanations in the SUPPORTING DOCUMENTS section as necessary.

4. For additional detail on instructional activities, review the CLASSROOM DIRECTORY (separate volume).

TO PLAN your own version of the 111th Street School Program:

1. Update the needs assessment for your school. Involve staff, parents, students and consultants. A summary of the 111th Street School needs assessment provides the major components to be assessed and indicates their ranking of needs (see pages 43 and 44).

2. Involve staff, parents, district specialists, and others in developing a list of optional program

approaches (including the 111th Street Program). In one or more meetings, chose approaches that meet your ranked needs. If 111th Street is selected, proceed with steps below.

3. Review the Staff Qualifications Summary (page 8), Classroom Management process description (page 54), and Consolidated List of Instructional Materials (page 61) as feasibility checks against your available resources.

4. Assemble a small group of your key staff, parents and specialists; present an overview of the proposed program including obvious adaptations that must be made. Distribute CLASSROOM DIRECTORIES and review the contents in the meeting; concentrate on getting full understanding of the three-week instructional cycle and classroom management of learning centers (pages 33 and 41 of CLASSROOM DIRECTORY.)

5. Assign responsibility for writing a Program Plan, adapting the 111th Street School structure to your circumstances. Use the framework given in the 1973-74 Plan for the Instructional Improvement Committee (page 103). Include parents; specifically assign them to write the Parent Volunteer component (page 114).

6. Add your own standard budget and scheduling forms to the Program Plan for presentation to appropriate administrative channels for approval in your district.

To IMPLEMENT the new program in your school:

1. Organize your Early Childhood and Upper Age Group Instructional Teams.

2. Assign CLASSROOM CALENDARS to all staff; ask for instructional schedules and lists of equipment, materials and tests required. Ask them to write in their own instructional programs in the appropriate CALENDAR spaces.

3. Proceed through the CALENDAR section of this Directory, writing in your own key and supporting events.

4. Detail your schedule of Staff Development Workshops, concentrating on diagnostic-prescriptive procedures and classroom management (page 83).

5. In first meeting of Parents Advisory Council, organize and schedule main parent involvement activities, such as parent volunteer program, adult classes, etc., (page 100).

6. Review staff CALENDARS to assure well-planned strategies and full staff understanding of this approach to individualized instruction.

7. Proceed with events as calendared; perform weekly reviews for full communication with all personnel.

Promising Practices
A Guide to Replication

PRINCIPAL'S DIRECTORY
ONE HUNDRED AND ELEVENTH STREET SCHOOL
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111TH STREET SCHOOL
OVERVIEW

GENERAL INFORMATION

The One Hundred Eleventh Street Elementary School is in Administrative Area B of the Los Angeles Unified School District. Located in the heart of the Black Community of Watts, the school attracts visitors from other schools and school districts throughout the nation. Visitors are interested in observing the excellent instructional program and the enthusiastic cooperation of both children and parents of the largely disadvantaged community which the school serves.

The instructional program at 111th Street School is completely ungraded, with teachers, resource personnel and supporting aides and volunteers organized into two units. The Early Childhood unit consists of four teams and serves children who would normally be in grades K-3. The Upper Age Group serves children who would normally be in grades 4-6. Students are freely transferred between the units based on their abilities. Thus it is not unusual to see a student two or even three years older than the other students in a small group working on the same objective. Students may learn individually, or in small, class-size or large groups, depending on their individual needs and resources available.

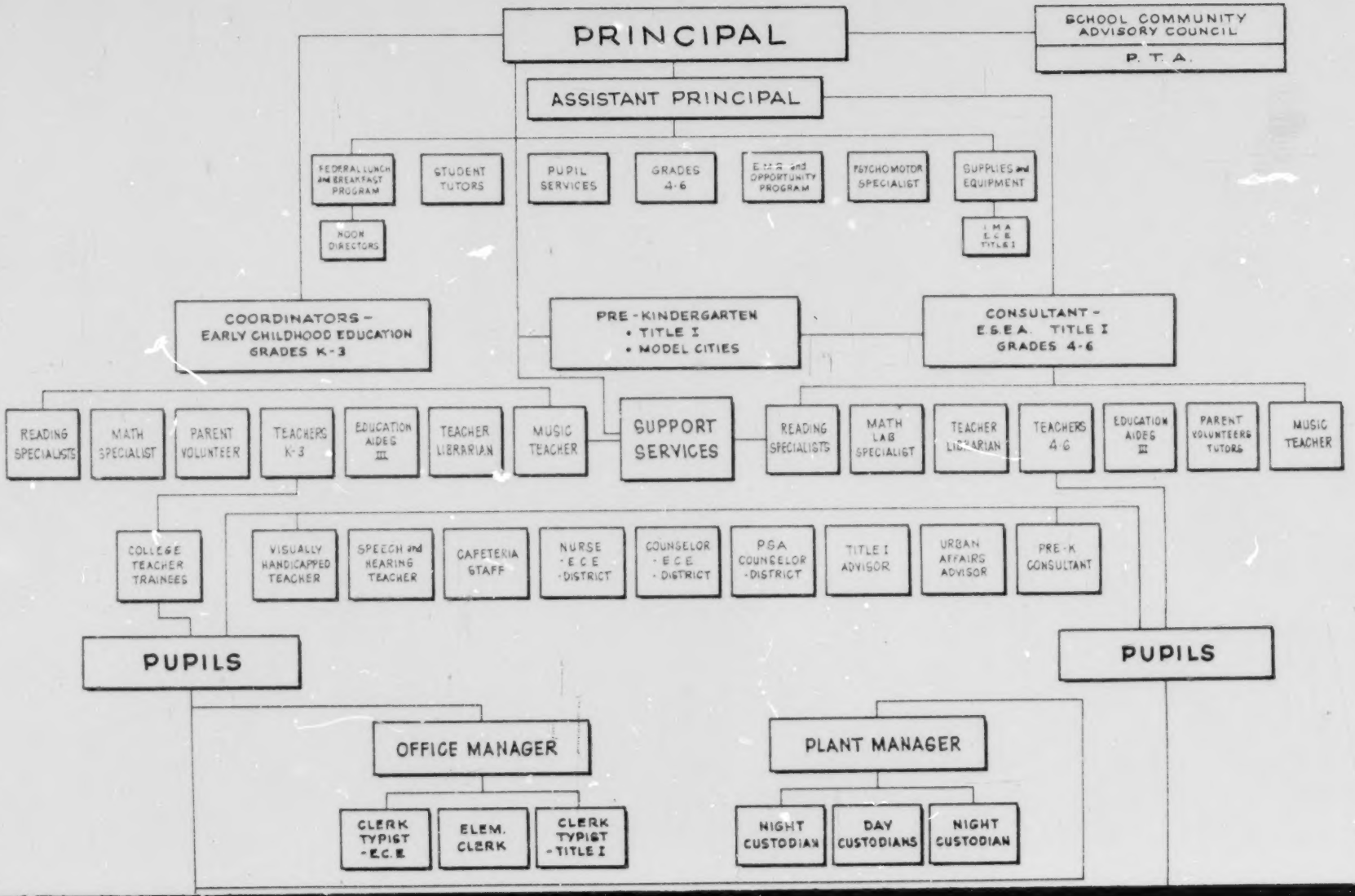
The environment of the 111th Street School is dynamic. Frequent faculty workshops, team meetings and staff development activities result in improved procedures for managing the ungraded instructional program and the general operation of the school. The School Organization Chart is shown below. The staff at the 111th Street School have supplemented and modified the basic instructional design as necessary to accomplish the objectives of the school and the Los Angeles Unified School District. Since 111th Street is a Title I school, they have received the support of Title I administrative staff at Bimini Place Center on West 2nd Street in Los Angeles, and from the Compensatory Education Activity Support Unit, Program Development.

All visitors are impressed by the attitude of the students at the 111th Street School. Adults are met with bright smiles and friendly greetings when they encounter students in the halls or yard. The grounds and buildings are spotless largely because of student pride and assistance. Many of the boys participate in the Scouting and Cub activities of Troop 458 which is sponsored by the school. Parents also take pride in the 111th Street School and actively participate in the instructional program and overall school operation. Special classes are conducted to enhance the effectiveness of parent volunteers. Many parents who desire to do so, become paid aides after they have completed training and gained some experience. The Parent Advisory Council is also active in helping to set school policy and in solving problems requiring community support.

ONE HUNDRED ELEVENTH STREET ELEMENTARY SCHOOL - AREA B

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL ORGANIZATION CHART



Objective-oriented hard work by students, staff and parents at this school has resulted in significant and sustained improvement in academic performance. A report released in October, 1973, by the District indicates that the 111th Street School is the only school in Area B to meet District Objectives at five levels, both for month-to-month gains and for reduction of the number of students in the lower two quartiles (see page 21). The system at 111th Street School works. The purpose of the directory is to provide a succinct summary of what happens there.

DEMOGRAPHIC SUMMARY

SCHOOL LOCATION: 1630 East 111th Street, Los Angeles, California 90059
Telephone (213) 564-2545

POPULATION BY GRADE:	K	1	2	3	4	5	6	TOTAL
	101	134	131	127	142	126	153	894

NUMBER ON AFDC: 849 = 95%

ETHNIC BALANCE: 99.78% BLACK .22% MEXICAN-AMERICAN

111TH STREET SCHOOL
STATEMENT OF PHILOSOPHY

Schools have a definite obligation and responsibility to provide experiences based on the interests and needs of the learner that will enable him to develop to his fullest potential capacity. Children should be prepared for the present and future living and equipped with the necessary skills and abilities necessary for becoming contributors to the main stream of society.

In order to accomplish this task, we must acquaint ourselves with the ever changing social influences which greatly affect our culture and its subcultures, and then devise purposeful objectives to help the children fulfill the demands of our society.

Therefore, educational purposes at One Hundred Eleventh Street School are based on the need for developing a "total" individual. To attain these purposes, we will:

Provide teaching experiences that facilitate respect for the child's natural and spontaneous activity and power of insight or judgment, so that at each step along the continuum, he may master that which he is to learn.

Offer each student the opportunity for optimum development without placing him in impossible situations.

Guide each student into those learning and living experiences that will enable him to behave as a responsible, considerate, contributing citizen at every stage of his development, either with respect to the body politic or to his own particular task.

Provide experiences for each child to develop economic understandings of the world of work, and how basic human needs, occupational desires, and interests are met.

Encourage pupils to practice making intelligent decisions based on facts and reasoning without stifling original thinking, flexibility, and creativity.

Provide models for developing and cherishing high moral, spiritual, and esthetic values.

Provide learning experiences for each pupil that promote realistic attitudes toward himself, his abilities and aspirations; and acceptance, without jealousy or arrogance, of his own abilities as compared with abilities of others.

Provide an environment which will motivate each pupil to live and work under the best health conditions possible to him.

Involve parents in the decision making process regarding the educational development of their children.

Implicit in most of these purposes is the increasing importance of filling the need for individuality and concern for the forces which seem to militate against the humanness of human beings. Therefore, we recognize that:

Each child comes to school with a unique set of experiences and capabilities.

Each child will learn in the environment or context, appropriate to him at that point when he will benefit most.

The schools are primarily responsible for pupil development in some areas; in other fields major responsibility rests with homes, employers, or community agencies.

Because public schools exist in a dynamic society which reflects the needs of each community, curriculum must be diversified, flexible, and in a process of continuous evaluation.

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Program Personnel

LOVELIA P. FLOURNOY
PRINCIPAL
111TH STREET SCHOOL

Dr. Flournoy has served as principal in the 111th Street School since 1969. Recently, she has been a Member of the Advisory Committee, Sears, Roebuck Foundation Grant for Individually Guided Education, and has provided consultant services in Early Childhood Education with LAUSD. Other professional involvements include serving as Facilitator for the State of California Reading Task Force, and for the Research and Development Center for Cognitive Learning at the University of Wisconsin. From 1965 to 1967, she was instructor in Curriculum Construction at UCLA extension in Los Angeles. Civic and community service includes membership in the Mayor's Community Advisory Council in Los Angeles (1968-71) and the Los Angeles County Mental Hygiene Committee (1971-73). She has been Secretary, Children's Bureau, in Los Angeles, and President of Los Angeles Bishop College Alumni Club. An active member of Cosmopolitan Republican Club, Dr. Flournoy was President, Westside Replublican Women's Club (Los Angeles) and Delegate to the 1972 Republican National Convention. Among numerous awards are Outstanding Alumni Achievement and Service, Bishop College, Dallas, Texas. Dr. Flournoy received her Doctorate of Education in 1973 from UCLA, her Master of Education from the same university, and her B.S. degree in Education from Bishop College.

111TH STREET SCHOOL
PROGRAM PARTICIPANTS

PERSONNEL

1. Principal	Dr. Lovelia P. Flournoy		
2. Vice-Principal	Daniel R. Lawson		
3. Coordinator	Joyce S. Cooper		
4. Consultant	Grace O'Neal		
Teachers	F. Chatman	L. Bradley	N. Devereaux
	M. Jenkins	E. Brown	J. McMillan
	H. Davis	M. Betz	E. Bowers
	F. Lee	V. Hale	C. Wright
	L. Marshall	K. Clemons	W. Marks
	G. Williams	O. Cook	B. Bradley
	L. McNeal	L. Gates	M. Olsen
	J. Biddle	H. Newman	L. Williams
	W. Bates	S. Williams	J. Sams
	G. Estes	M. Janssen	C. Owens

SPECIAL CLASSES

Preschool	P. Galligan and B. Holman
EMR	L. James and L. Linden
Opportunity	J. Williams

RESOURCE PERSONNEL

Reading	J. Craft	J. Thomas	D. Melton
	I. Haynes	A. Josepir	
Math	J. Gilchrist	E. Ervin	
Psychomotor	W. Kimbell		
Music	C. Fitzgerald		
Library	J. Cohn		
Counselor	H. Boyd		

EDUCATIONAL AIDES

E. Donahue	A. Arline	M. Machabie
A. Johnson	R. Meredith	Ms. Sherman
L. Mathews	L. McClinton	Ms. Moten
D. Moland	O. Smith	F. Bunkley
V. Hill	G. Martin	Ms. Miller
E. Stuckey	L. Alston	

PARENT VOLUNTEERS (As of October, 1973)

Mrs. Gladys Bell	Mrs. Christine Brown	Mrs. Florine Bunkley
Mrs. Bernice Burton	Mrs. Shirley Byrd	Mrs. Helen Lampkin
Mrs. Earlie Chamberlain	Mrs. Gloria Chatmon	Mrs. Essie Lu Green
Mrs. Odessa Miggins	Mrs. Jessie Alexander	Mrs. Annieneil
Mrs. Betty Warrick	Mrs. Maxine Johnson	Mrs. Ada Johnson
Mrs. Clara Pruitt	Mrs. Pauline Manor	Mrs. Erma Jones
Miss Towie Richard	Mrs. Faye Jones	Mrs. Irene Johnson
Mrs. Betty McMiller	Mrs. Viola Gholston	Mrs. Mary Moreland

STUDENT TEACHERS (from Dominguez Hills College, September 24 to December 11, 1973)

Gertrude Davis	Julia Grageda	Sandra Johnson
Thelma Eason	Madelyn Jenkins	Eva Keese
Judith Goode	Patricia Johnson	Sharanne Oden
Sara Jo Wilson		

OFFICE STAFF

R.D. Holmes	B.A. Williams
A.L. Nesbit	P. L. Johnson

NURSE

D. Dennard

111TH STREET SCHOOL
STAFF QUALIFICATIONS SUMMARY

Daniel R. Lawson,
Vice-Principal

Mr. Lawson holds an M.A. degree in Education from California State University in Los Angeles and is currently enrolled in a Ph.D. program at Claremont Graduate School. He holds credentials in a wide variety of educational specialties, including adult education. He is the leader of the Upper Age Instructional Unit (grades 4, 5, 6) at the 111th Street School and is specializing in the development of an instructional program in the Psychomotor Domain.

STAFF

Name	Total Years of Experience	Years at 111th Street	Degrees
Patricia J. Galligan	10	7	B.A.
Barbara Holman	9	9	B.A.
Linda James	3½	3	B.A.
Willie D. Kimbell	8	8	B.A.
Vernetta Hale	5	4	B.A.
Oreneda S. Cook	18	16	B.A.
Harriet Newman	14	14	B.A.
Katie E. Clemons	13	6	B.S., M. Ed.
Lillian M. Gates	11	6	B.S.
Joyce H. Craft	8	7	B.A., M. Ed.
Doris Melton	18	15	B.S.
Gladys Williams	4	4	B.S., M.A.
Mary W. Jenkins	15	4	B.S.
Jean McMillan	8	4	B.S.
Cornelia H. Owens	3 months	3 months	B.A.
Fanny D. Chatman	26	5	B.A.+
Earldene W. Ervin	5	5	B.S.+
Frank Lee	13	13	B.A.
Lynda Y. McNeal	2	2	B.A., M. Ed.
M.J. Biddle	3 months	3 months	B.A.
Hazel R. Davis	10	7	B.A.
Lillie O. Marshall	9	2	M.A.
Garfield Estes, Sr.	21	4	B.S.
James Ernest Williams	20	7	B.A., M.A.
Linda Williams	5	4	B.A.
Mary Lee Olsen	6	3	B.S., M.A.
Brenda M. Bradley	6	5	B.S.
Maritchou Janssen	3	3	B.A.
Judy Cohn	14	4	B.S., M.A.+
Margot Betz	6	3	B.A.
Clara I. Fitzgerald	5	5	B.M.
Jerry G. Gilchrist	26	13	B.S., M. Ed.
Cloteil Wright	16	16	B.S.
E.W. Bowers	15	15	B.S.
Leroy N. Linden	7	7	B.A.
S. Williams	3	3	B.A., EMR cred.
J.B. Sams	30	27	B.A.
N. Devereaux	8	7	B.A.
I. Haynes	23	18	B.A.
W.V. Bates	4	1	B.A.
H. Boyd	24	1	B.A., M.A.
W. Marks	9	6	B.S.+
A. Joseph	28	20	B.V.E., B.A., M.A.
L.M. Bradley	10	10	B.A.
E.F. Brown	7	7	B.A.
Joyce Cooper	19	4	B.S., M.A.
Grace O'Neal	19	5	B.A.

111TH STREET SCHOOL
INSTRUCTIONAL SYSTEM

SYSTEM DEVELOPMENT

The 111th Street School is a completely ungraded elementary school, organized about two instructional units. The Early Childhood Unit, with four teams and the Upper Age Group Unit, with three teams. Students are assigned to learning groups based on their need for instruction in order to accomplish specific objectives. The total instructional system is designed to be responsive to the right to read needs assessment conducted by the school in 1972.

Right To Read Needs Assessment Summary

PROGRAM COMPONENT	RANKED PRIORITY*
Reading Comprehension	2
Word Recognition	1
Verbal Expression (written/oral)	Not Ranked
Mathematics	3

*The priorities were obtained by comparing achievement test data for each grade level against the national norms for grade level achievement. Using the May, 1972 test results (for example), second graders tested .2 years below the national norm in Word Recognition.

The Needs Assessment Chart (page 43) shows the program components which were measured at 111th Street School. A complete Needs Assessment Package can be obtained from the Right to Read Office, U.S. Office of Education, 400 Maryland Ave., Washington, D.C. 20202.

The achievement of an ungraded school instructional system was not accomplished in a single year. As long ago as 1970, the foundations were being laid by the implementation of individualized instruction and team teaching. Even earlier, the 111th Street School staff, with the support and assistance of the Los Angeles Unified School District, and specialists from the California State Department of Education's Compensatory Education Activity Support Unit, were involved in the process of developing behavioral objectives and criterion-referenced evaluation instruments which form the basis for any instructional management system.

The culmination of this thrust toward a new instructional system is the ungraded system which was completely achieved in the 1973-74 school year. The total system is the result of countless hours of workshops, conferences, inservice training sessions and individual study by the staff of the 111th Street School.

Similar efforts were under development at other locations. One of these efforts resulted in the development of the Wisconsin Design for Individually Guided Education (IGE). The IGE materials have been published and made available in limited quantity for field test. Since the Wisconsin Design and the IGE materials are compatible with the philosophy and operation of the 111th Street School, these materials were tested on a limited basis in 1972-73, and are

being tested on a more extensive basis this year. The advantage they afford by providing pre-printed materials for the management of the instruction system will be carefully evaluated for possible permanent adoption during this period.

The staff of the 111th Street School will continue to evaluate and improve the instructional design in order to best accomplish the objectives of the school, the Los Angeles Unified School District, and the California State Department of Education. They will continue to be assisted in this task by specialists from the District and the State Department through workshops, conferences, and personal visits. Continued improvement in the achievement of the students of the 111th Street School will thus be assured.

SYSTEM OPERATION

The program operates within the structure of the Instructional Model diagrammed below. The broadest objectives are derived from the 111th Street School Philosophy and the District achievement goals stated earlier. A complete range of objectives (Step II on the model) have been stated in behavioral terms and comprise a continuum for the whole school population. Some of these statements are reflected in the Reading, Mathematics, Study Skills, and Affective Domain sample lesson plans provided in the classroom directory. The complete continuum is documented in the school files.

A critical phase of the program is the first three weeks of the school year. In this period, two major events occur - diagnostic testing and staff preparation. Children are maintained on a minimum day schedule and are tested for both diagnostic and achievement pretest purposes.

Tests Used In First Three Weeks

	ACHIEVEMENT	DIAGNOSTIC
Kindergarten	None	Boehm Test of Basic Concepts
Early Childhood Group (Grades 1-3)	Cooperative Primary Test	Reading - Wisconsin Test of Reading Skills Reading - Croft-Comprehension and Word Attack
Upper Age Groups (Grades 4-6)	Comprehensive Test of Basic Skills	Mathematics - Diagnostic Tests accompanying Modern School Mathematics & Use

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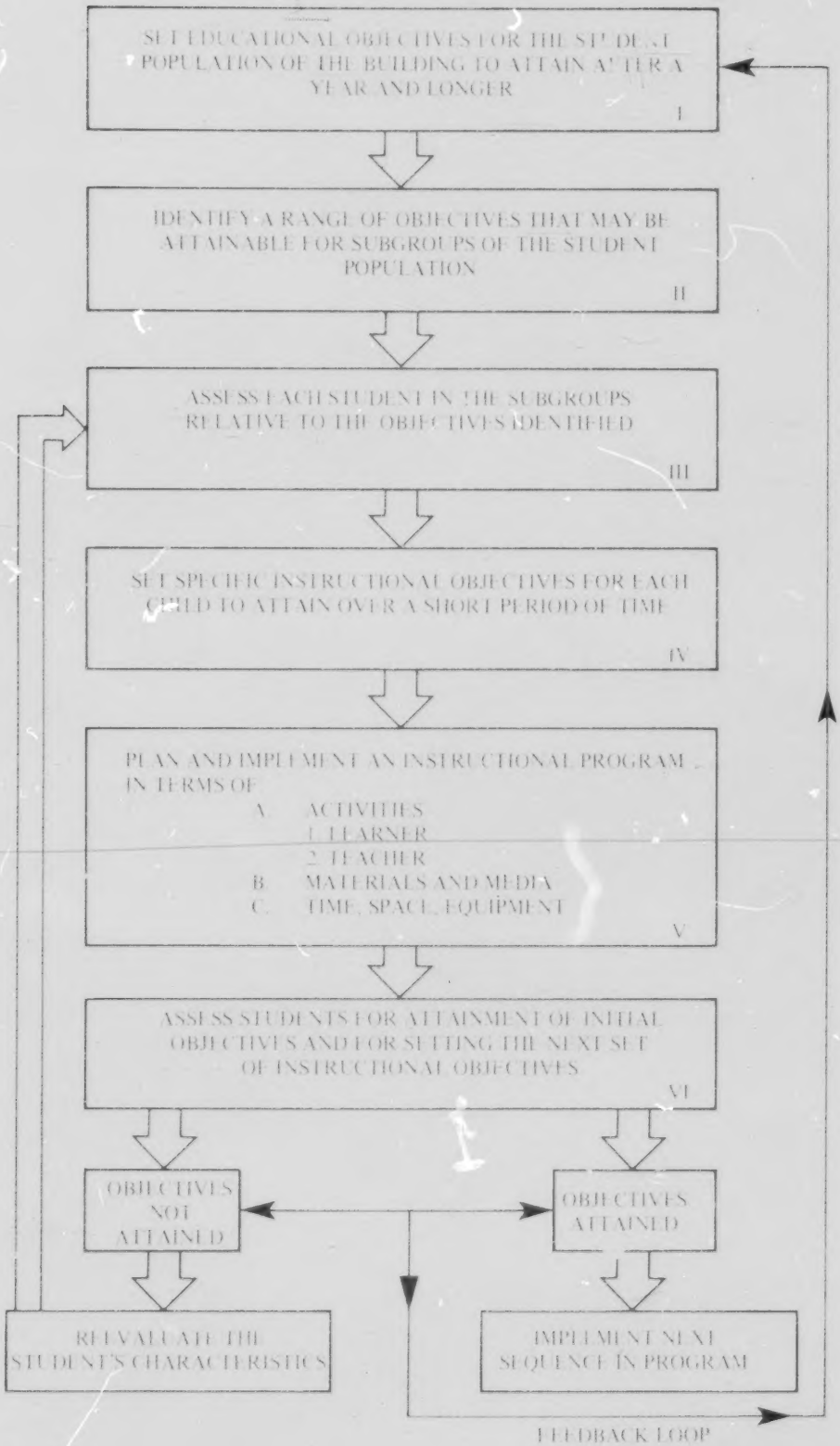
11TH STREET SCHOOL INSTRUCTIONAL MODEL


SET EDUCATIONAL OBJECTIVES FOR THE STUDENT POPULATION OF THE BUILDING TO ATTAIN AFTER A YEAR AND LONGER
I
IDENTIFY A RANGE OF OBJECTIVES THAT MAY BE ATTAINABLE FOR SUBGROUPS OF THE STUDENT POPULATION
II
ASSESS EACH STUDENT IN THE SUBGROUPS RELATIVE TO THE OBJECTIVES IDENTIFIED
III
SET SPECIFIC INSTRUCTIONAL OBJECTIVES FOR EACH CHILD TO ATTAIN OVER A SHORT PERIOD OF TIME
IV
PLAN AND IMPLEMENT AN INSTRUCTIONAL PROGRAM IN TERMS OF
A. ACTIVITIES
1. LEARNER
2. TEACHER
B. MATERIALS AND MEDIA
C. TIME, SPACE, EQUIPMENT
V
ASSESS STUDENTS FOR ATTAINMENT OF INITIAL OBJECTIVES AND FOR SETTING THE NEXT SET OF INSTRUCTIONAL OBJECTIVES
VI
OBJECTIVES NOT ATTAINED
OBJECTIVES ATTAINED
REEVALUATE THE STUDENT'S CHARACTERISTICS
IMPLEMENT NEXT SEQUENCE IN PROGRAM
FEEDBACK LOOP

Staff preparation includes workshops in which the multiunit instructional process is organized. Basically there are four major steps:

1. Identification of essential skills through diagnostic testing.

   The analysis of test data (plus the results of the Needs Assessment conducted earlier) enables the two Units (Early Childhood and Upper Age Group) to set up their overall program of instruction. For example, Reading was known to be the top priority, but comprehension and word recognition were identified as key skill areas. A large variety of materials were assembled to give the teachers (organized in teams) the resources they needed. Diagnostic test results help the Units begin instruction at an appropriate level for each child. The results are not used for student grouping for instruction or to set up "tracks" however. Children who were formerly in Grades 1-3 are assigned to the Early Childhood Unit and children who were in Grades 4-6 are assigned to the Upper Age Group Unit. The Unit organizations showing the allocation of teachers and resource personnel to teams are shown in the following pages.

2. Assessment of Individual Performance.

   Given the initial diagnostic test results, Units organize themselves into Teams of teachers that are prepared to teach a given level of performance. All Teams teach the same subjects, but at different skill levels within the subject. (See the sample Instructional Schedule for the Early Childhood Unit.) Children are then assigned to Teams where assessment takes place through the use of paper-and-pencil tests or teacher observation. At this point the teachers are assessing individual performance against preselected, behaviorally stated objectives for the skill level identified through diagnostic testing.

   In point of time, this activity may begin in the first week of October and is the first event in the three week cycle of instruction displayed graphically in the fold-out chart.

3. Identification of Appropriate Teaching Learning Activities.

   This activity is essentially lesson planning, but the multi-unit structure, the availability of objectives, and the assessment activities give the teachers precise information on which to base assignments. Each teacher may give instruction in class-size or small groups, depending on the number of students who need to acquire a given skill. (In some cases, several teachers combine their students to form a large group to hear a speaker, see a film or attend a special event.)

   The small group activities are organized as Learning Centers for six to eight students. A Learning Center is set up to teach a specific skill. Skill Boxes have been prepared which contain instructional materials matched with specific behavioral objectives. The Boxes are stored in containers next to the table and chairs which comprise a Learning Center. An important part of classroom management is obtaining student cooperation in getting materials out and putting them away at the beginning and end of each Time Block (class period). A sample Worksheet for Center Planning is included here; more details on classroom management are given later in this directory.

4. Evaluation of Student Progress.

You will note that in the three week instructional cycle, reassessment actually begins early in the third week. This consists of post-testing using available or teacher-made criterion-referenced instruments. Classroom Skills Charts are used to record each student's performance against the group of objectives comprising a given level of attainment in a subject (see the Classroom Directory for samples). Once the records are updated, each student's needs are evident and new groups are assigned within each team to teach the specific skills that are required. If a student has made substantial progress (or is in need of intensive remediation) he may be assigned to a new team for the next cycle.

The mechanics of this are made simple in the reading program where the Wisconsin Design is used. All of the Word Attack skills are listed on the edge of a single student card, with a circular hole by each skill statement, next to the edge. When a student masters that skill, the circle is cut through to the edge, leaving an open notch. In a team meeting, a knitting needle is passed through a stack of cards, through the holes indicating one skill. When the needle is raised, some cards fall off; these are students who have learned the material and whose cards were notched. The cards still on the needle identify students who need further instruction. They are assigned to a team member who is set up to teach the skill.

The 111th Street program is concentrated on achievement of basic skills in reading and mathematics. These are the top priorities of the school. The other subjects are not neglected, however, with social studies, art, science, etc., treated in a "home room" Time Block. In this period, the teacher has the same group of students all year and makes sure all students are given the opportunity to learn these important subjects.

In the CALENDAR section that follows, you will note that each Friday, there are Affective Domain activities in all classes for all time blocks. This is at present an experimental program in which behavioral objectives are being developed, strategies and techniques tested, and assessments made for future improvement. The teachers have been given a great deal of flexibility in using innovative techniques to improve student attitude, including use of games, simulations, role playing and multi-media presentations. This is done with an emphasis on reading and mathematics content, however, to retain the priorities of the overall program. The goal is to derive successful techniques that can be applied throughout the weekly schedule. Be assured that concern for student self-respect, good attendance, and attitude toward the school and community is not just a Friday event at 111th Street School.

111TH STREET SCHOOL
MULTI UNIT INSTRUCTIONAL ORGANIZATION PLAN

EARLY CHILDHOOD EDUCATION UNIT

Personnel

Unit Leader	Dr. Lovelia P. Flournoy, Principal	
Coordinator	Joyce S. Cooper	
Teachers	L. Bradley	N. Devereaux
	E. Brown	J. McMillan
	M. Betz	E. Bowers
	V. Hale	C. Wright
	K. Clemons	W. Marks
	O. Cook	B. Bradley
	L. Gates	M. Olsen
	H. Newman	L. Williams
	S. Williams	J. Sams
	M. Janssen	C. Owens

Resources

Reading	J. Craft	T. Haynes
	D. Melton	
Math	J. Gilchrist	
Psychomotor	W. Kimbell	
Music	T. Fitzgerald	
Library	J. Cohn	

Educational Aides

A. Arline	M. Machabie
R. Meredith	Ms. Sherman
L. McClinton	Ms. Moten
O. Smith	F. Bunkley
G. Martin	Ms. Miller
L. Alston	

Parent Volunteers

Structural Design

Team A	Team A'
Cook	S. Williams
Newman	M. Janssen
Clemons	Devereaux
Gates	McMillan
Team B	**Team B'**
Bowers	Sams
Wright	Bradley
Marks	Williams
	Owens
	Olsen

Unit Meetings

All teams Monday and Thursday
2:10-3:00

UPPER AGE GROUP UNIT

Personnel

Unit Leader	Daniel R. Lawson, Vice-Principal	
Consultant	G. O'Neal	
Teachers	F. Chatman	M. Jenkins
	H. Davis	F. Lee
	L. Marshall	G. Williams
	L. McNeal	J. Biddle
	W. Bates	G. Estes

Resources

Reading	J. Thomas	
	A. Joseph	
Math	E. Williams	
Psychomotor	W. Kimbell	
Music	T. Fitzgerald	
Library	J. Cohn	

Educational Aides

E. Donahue	A. Johnson
L. Matthews	D. Moland
V. Hill	E. Stuckey

Structural Design

	Team C	Team C'	Team D
4th Grade	2 teachers	1 teacher	1 teacher
5th Grade	1 teacher	2 teachers	1 teacher
6th Grade	1 teacher	1 teacher	2 teachers
Pupils	145	145	145

Teams

C: Chatman	C': Lee	D: Biddle
Jenkins	Marshall	Bates
Davis	G. Williams	Estes
	McNeal	

Unit Meetings

Team C	Monday
Team C'	Wednesday
Team D	Thursday

111th Street School
Instructional Schedule
Early Childhood Education

TEAMS [A – A' B – B']	9:00-10:00	10:30-11:30	12:30-1:30	1:30-2:10	2:10-3:00
A	I.G.E. Word Attack	I.G.E. Comprehension	I.G.E. Math	Language	3rd Graders
Gates	Level A - Discrimination (3) - Shapes (4) Letters	Classification	Reproducing Sets	Oral Language	Social Studies
Clemons	1, 2 Rhyming Wds, Phrases	Classification	Identification: Size of Object	(Greetings	Science
Newman	3, 4 Shapes, Letters	Sequence	Recognition of Number Property	Dramatization)	Health
Cook	1, 2 Rhyming Wds, Phrases	Sequence	Less Than, Greater Than.		Handwriting
					Spelling
A'	Language	I.G.E. Word Attack	I.G.E. Comprehension	I.G.E. Math	
Devereaux	Developing Listening Skills	Level B 3 Beg Consonants	Sequence, Comparison	Less Than, Greater Than	
Janssen		Level A: Rhyming Words	Comp. Reading (Classification (Lang. Experience)	Set Identification	
S. Williams		Level A 1, 2 Rhym. Wds, Phrases	Recognizing Stated Details	Order of Numbers	
Mc Millan		Level B, Sight Vocab.	Sequence, Classification	Set Recognition	
B	I.G.E. Math	Language	I.G.E. Word Attack	I.G.E. Comprehension	
Wright	Missing Addends (Sums of 5)	Oral Language	Level B 3 Beg Consonants	Classification	
Bowers	Greater Than - Less Than	Activities: Listening Skills	Level B 4 Ending Consonants	Sequence	
Marks	Order of Numbers	(Story Telling:	Level B 6 Rhyming Elements	Comparison	
		Dramatization)			
B'	I.G.E. Comprehension	I.G.E. Math	I.G.E Language	I.G.E. Word Attack	
B. Bradley	Sequence	Set. Recog. : Descript.	Punctuation	Level B 1 - Sight Vocab	
Sams	Main Idea	Set. Recog. : Descript.	Capitalization in	Level 3, 4 - Beg. End. Consonant	
Olsen	Classification	Sets and Subsets	Letter Writing	Level B - Sight Vocab.	
L. Williams	Classification	Set Identification 1-10		Level B 6 - Rhyming Elements	
Owens	Main Idea.	Sets and Subsets		Level B 7 - Short Vowels.	

Team Meetings
Monday and Thursday

15

RESOURCES

Music
Fitzgerald

Reading Skills Development
Haynes – Team A
& Craft Team A'
Team B
Melton – Team B'

Large Groups
Small Groups
Class Size Groups
One-To-One

Developmental Math
Gilchrist

Educational Resource Center
J. Cohen

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Teacher MC NEIL

Time Block 1 (9 - 10:30)

MATHEMATICS - Oct. 23 - (1ST 3 WEEK CYCLE)

Resource Materials

Worksheet for Center Planning

Objective: EACH CHILD WILL ADD / OR SUBTRACT FRACTIONS WITH LIKE OR UNLIKE DENOMINATORS.

Texts: MODERN SCHOOL MATHEMATICS

p. 203, p. 205, p. 206, p. 207 } EQUIVALENT FRACTIONS

p. 208, p. 209 } LIKE DENOMINATORS

p. 216, p. 217, p. 218, p. 219 } UNLIKE DENOMINATORS

Supplementary Texts:

	WORKBOOK	B6 ELEM. SCHOOL MATH
EQUIVALENT FRACTIONS	p. 64 # 22-33 p. 65 # 1-12	p. 24 p. 31
LIKE FRACTIONS	p. 66 # 1-12 p. 67	p. 25 p. 43 #1, 4 p. 30
UNLIKE FRACTIONS	p. 71	p. 26 #1 p. 32 (1cm) p. 43, #2, 5
SULLIVAN BOOK 6		

Tapes, Filmstrips, Recordings

IMPERIAL INTERNATIONAL LEARNING

LESSON 18 - MEANING OF FRACTIONS

LESSON 19 - EQUIVALENT FRACTIONS

Games

1. % - FRACTION GAME
2. CUISENAIRE RODS

Others

FRACTION KIT -
OBJECTIVE IS TO KNOW FRACTIONAL PARTS

CENTERS: MATH

1. LISTENING
2. FRACTIONAL KITS - CUISENAIRE RODS
3. GAME - FRACTION WHEEL
4. FOLLOW-UP
5. TEACHER DIRECTED
6. SULLIVAN.

LOS ANGELES UNIFIED SCHOOL DISTRICT
MEASUREMENT AND EVALUATION BRANCH (TITLE I)
AT EMERSON MANOR

September 12, 1972

TO: Principals, Title I Schools

FROM: Claude A. Stone, Supervisor

SUBJECT: GRADE EQUIVALENTS AND GAINS IN READING

The accompanying chart summarizes grade equivalents and gains in reading, 1969-72, for your school.

The columns for each grade show pre and post grade equivalents; difference (gain between pre and post administration of the test); the objective (one month's gain for each month of instruction); and percentile reached, pre and post.

Tests vary between grade levels of course, and in the case of some grades, the tests themselves were changed between 1969 and 1972.

Transiency and other factors also must be considered in any longitudinal generalization from grade to grade. For example, there is no assurance as to how valid it would be to consider the first graders of 1969-70 as the second graders for 1970-71 and the third graders for 1971-72.

However, it is evident from the charts that the gains across the years seem to exhibit a great deal of consistency.

If you have questions or comments concerning this report, please call Mr. Jim Bailey, specialist, at 776-6020.

LOS ANGELES UNIFIED SCHOOL DISTRICT
MEASUREMENT AND EVALUATION BRANCH (TITLE I)
AT EMERSON MANOR

SUMMARY OF READING TEST DATA FOR 111TH STREET ELEMENTARY SCHOOL

1969 - 1972

GRADE	YEAR	GRADE EQUIVALENT PRE	GRADE EQUIVALENT POST	GRADE EQUIVALENT DIFF	OBJECTIVE	PERCENTILE RANK PRE	PERCENTILE RANK POST	TEST USED PRE	TEST USED POST
1	'69-'70	—	1.7	0.7*	0.8	—	40	—	CPT 12A
	'70-'71	—	1.6	0.6*	0.8	—	31	—	CPT 12A
	'71-'72	—	1.7	0.7*	0.8	—	36	—	CPT 12A
2	'69-'70	1.3	2.8	1.5	1.0	2	46	SAT W I	SAT W II
	'70-'71	1.7	2.3	0.6	1.0	40	31	CPT 12A	CPT 23A
	'71-'72	1.6	2.4	0.8	1.0	31	38	CPT 12A	CPT 23A
3	'69-'70	2.0	2.7	0.7	1.0	11	12	SAT W II	SAT X II
	'70-'71	2.8	3.4	0.6	1.0	45	33	SAT W II	SAT X II
	'71-'72	2.3	3.3	1.0	1.0	31	35	CPT 23A	CPT 23B
4	'69-'70	2.8	3.9	1.1	0.7	18	33	CTBS R2	CTBS R2
	'70-'71	2.7	3.8	1.1	0.8	16	30	CTBS R2	CTBS R2
	'71-'72	2.9	3.9	1.0	0.7	21	32	CTBS R2	CTBS R2
5	'69-'70	3.4	5.3	1.9	0.7	17	42	CTBS R2	CTBS R2
	'70-'71	3.5	5.0	1.5	0.8	20	37	CTBS R2	CTBS R2
	'71-'72	3.5	4.6	1.1	0.7	20	30	CTBS R2	CTBS R2
6	'69-'70	3.4	5.5	2.1	0.6	9	31	CTBS Q2	CTBS Q2
	'70-'71	4.2	5.1	0.9	0.7	19	26	CTBS Q2	CTBS Q2
	'71-'72	4.0	4.8	0.8	0.7	16	21	CTBS Q2	CTBS Q2

*G.E. of 1.0 is floor of scale and Differences are estimates based on use of 1.0 as a starting point.

Test abbreviations:

CPI	Cooperative Primary Test
SAT	Stanford Achievement Test
CTBS	Comprehensive Tests of Basic Skills

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH AT EMERSON MANOR
ESEA TITLE I TEST RESULTS FOR 1972-73

111TH STREET		NO. PUPILS (POST)	GRADE EQUIVALENT PRE	POST	DIFF	DIFF. GOAL	NATIONAL QUARTILES % BELOW Q1 PRE	POST	% BELOW Q2 PRE	POST
READING										
1	A	114		1.8				20%		45%*
2	A	130	1.7	2.8	1.1	1.0	22%	16%	70%	55%*
3	B	122	2.4	3.5	1.1	1.0	32%	33%	64%	56%*
4	M	99	3.4	4.1	0.7	0.7	32%	33%	85%	66%*
5	M	86	3.4	4.7	1.3	0.7	69%	42%	94%	79%*
6	M	106	4.5	4.9	0.4	0.7	51%	52%	86%	81%
ARITHMETIC										
3	B	96	2.2	4.0	1.8	0.7	67%	16%	86%	41%*
4	M	95	3.0	3.9	0.9	0.7	75%	52%	91%	83%
5	M	80	3.5	4.3	0.8	0.7	71%	58%	89%	85%
6	M	106	4.8	5.4	0.6	0.7	54%	50%	88%	84%

Grades 1-3 used the Cooperative Primary Test
Grades 4-6 used the Comprehensive Test of Basic Skills

*GROUPS MEETING LOCAL OBJECTIVES CONCERNING PERCENTS BELOW SECOND QUARTILE ON NATIONAL NORMS

**(A = ALL UNMATCHED PUPILS; B = UNMATCHED READING & MATCHED MATH; M = MATCHED (PRE WITH POST) SCORES)

SCHOOLS ATTAINING OBJECTIVE I OR OBJECTIVE II AT THREE OR MORE GRADE LEVELS

TITLE I AREA	SCHOOLS ATTAINING OBJECTIVE I (PERCENT BELOW Q2)			SCHOOLS ATTAINING OBJECTIVE II (MONTH-FOR-MONTH GAINS)		
	AT 5 LEVELS	AT 4 LEVELS	AT 3 LEVELS	AT 5 LEVELS	AT 4 LEVELS	AT 3 LEVELS
B	111th St.	Trinity	Compton Grape 112th St.	111th St. 112th St. Trinity	49th St. Grape	Compton Holmes
C/D	75th St.	97th St. 66th St.	109th St.		66th St.	Manchester 97th St. Parmelee 75th St.
G	Belvedere Euclid Rowan	Breed Bridge Dacotah Evergreen	Humphreys Malabar	Euclid	Belvedere Dacotah Harrison Humphreys	Bridge Brooklyn Eastman Kennedy Malabar 2nd St. Soto
N			Angeles Mesa Menlo 37th St.		36th St. Pacoima	Alta Loma Cortez Griffin
Totals	5	7	9	4	9	16

Calendar of Key Events

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september

week	m	t	w	th	f
1	A meeting between the faculty chairperson and the principal was held on July 19, 1973. See page 45 for agenda and minutes	Review and update Needs Assessment (see page 43)			
	Administrators Preparation Time (Principal, V. Principal, Administrative Staff) →				
2	Staff Meeting (Mon. or Tues.) Discuss school organization (see page 2) Introduce new staff Issue teacher kits Discuss goals and objectives for staff development (see page 83) Achievement Data (see page) Attendance procedures (see page 66) Guidance activities (see page 71)	First Day of School (Student Free) Teachers organize classrooms in afternoon Principal is hostess for lunch	First Day for Students Minimum Day for Students Mornings: Diagnostic Testing (see page 10) Afternoon: Staff Development (Make sure all teachers know how to use district scrip to obtain supplies (see page 74)	Minimum Day for Students Mornings: Diagnostic Testing →	Minimum Day for Students Meeting of Noon Directors conducted by Vice Principal (see page 75) Afternoons: Staff Development →

week	m	t	w	th	f
3	Minimum Day for Students	Minimum Day for Students Plan field trips for semester (see page 48)	Minimum Day for Students First meeting of Parents Advisory Council (see page 100)	Minimum Day for Students	Minimum Day for Students
	Mornings: Diagnostic Testing				
	Afternoons: Team Organization and Staff Development Workshops				
week	m	t	w	th	f
4	Minimum Day for Students Meeting of Instructional Improvement Committee to develop plan of activities and objectives for school year (see page 103)	Minimum Day for Students Meeting of Parent Advisory Council to approve cafeteria committee recommendations	Minimum Day for Students	Minimum Day for Students	Minimum Day for Students
	Mornings: Diagnostic Testing - Including Psychomotor for Early Childhood				
	Afternoons: Team Organization, Staff Development Workshops				
week	m	t	w	th	f
5					

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october

week	m	t	w	th	f
1	Start PTA membership drive (1st through 19th of October) Jordan Complex meeting 112th Street School School Beautification Committee—month of October—sixth grade faculty and students			**Regular School Day** **Start First 3- week Cycle (Early Childhood) see Classroom Directory** **Pre-Assessment of Objectives (see Classroom Directory for procedures)** Open Library (see page 78 for overview and objectives)	
2		**Issue Audio-visual Equipment**	**Issue Textbooks and Supportive Materials (see list, page 61)**	**Issue Textbooks and Supportive Materials** Special meeting to solve staffing problem in accordance with best interest of children (use staff involvement principle)	

CTBS Testing Upper Age Group (Ages 10,11,12)

SATURDAY, 13

PTA "Action" Bowl football game (attended by 12 boys from 111th Street School)

week	m	t	w	th	f
3	CTBS Testing Upper Age Group		**First Grade Placement Testing (State Mandated)** Area B Principals' meeting Miles Avenue School	Send letter to parents Re: Jr. High Articulation Program (see page 113) Start parent in-service training (see page 84) Area B Vice Principals' meeting 49th Street School **First Grade Placement Testing (State Mandated)**	
4	VETERANS' DAY	**Post Assessment of Objectives Team A (Early Childhood)** **Start IGE Cycle One, 3-week Cycle for Upper Age Group (Ages 10,11,12) IGE** Parent Advisory Council meeting.—Meetings held 3rd Tuesday of month, see page 94 for district rules.	**Post Assessment of Objectives, Team B (Early Childhood)** Parent In-Service	**Post Assessment of Objectives Teams A' & B' (Early Childhood)** 1973 Racial and Ethnic Survey due Parents meeting for Jr. High Articulation Program Parent In-Service	**Re-cycle Early Childhood Instruction on basis of objectives attained (See Page 60)** **Successful students move ahead** **Unsuccessful students start remedial instruction** **End of 3-week Cycle (Early Childhood)**
5	Start 3-week Cycle, Upper Age Group, (See Classroom Directory)	**Start Second IGE cycle (Early Childhood see page 15)** Kick-off meeting of Student Council (Conducted by V.P.) Start Jr. High Articulation Program PTA Meeting Start Safety Monitoring Program (see page 82) for philosophy and objectives	Parent In-Service		

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november

week	m	t	w	th	f
1				School Beautification Committee-month of November- pre-school and resource personnel and students	Staff Development Workshop--discuss process objectives with staff (see page 86)
week	m	t	w	th	f
2	Team C Assessments (Upper Age Group) Workshop for Teachers in Jordan Complex at 111th Street School Jordan Complex meeting Grape Street School	PTA Membership Drive Student Council meeting	Team C' Assessments (Upper Age Group) District meeting for Parent Volunteers (see page 114 for general plan)	Team D Assessments (Upper Age Group) End First 3-week Cycle (Upper Age Group)	Start United Crusade Drive (Chairperson Mrs. Craft)

week	m	t	w	th	f
3	Start Second Cycle (Upper Age Group) Boys Assembly for Scouting Literature	PTA Membership Drive Student Council meeting Parents and Boys School Night for Scouting	Parent In-Service	Parent In-Service	
4	Teams A & A' Assessments (Early Childhood)	Teams B & B' Assessments (Early Childhood) Student Council meeting Parents Advisory Council	Area B Principals' meeting 102nd Street School Parent In-Service Fund Raising Movie PTA-Student Body	THANKSGIVING HOLIDAYS	
5	Team C Assessment (Upper Age Group)	Start Third Cycle (Early Childhood) Student Council meeting	Team C' Assessment (Upper Age Group) Parent In-Service	Area B Administrators' Retreat Parent In-Service Vice Principals' meeting Area B Vice Principals' meeting Park Avenue School	

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december

week	m	t	w	th	f
1	Start 3rd 3-week Cycle (Upper Age Group) Jordan Complex meeting-Markham Jr. Hi School School Beautification Committee—month of December—fourth grade faculty and students	Area B Administrators' Retreat Student-Council meeting			
2		Teams A & A' Assessments (Early Childhood) Student Council meeting Parents Advisory Council Christmas Program (see music program in Classroom Directory)	Teams B & B' Assessment (Early Childhood) Parent In-Service Christmas Program	Parent In Service	

week	m	t	w	th	f
3		Student Council meeting	CHRISTMAS HOLIDAYS →		
4	CHRISTMAS HOLIDAYS →				
5	CHRISTMAS HOLIDAYS →				

january

week	m	t	w	th	f
1		HOLIDAY	**School Starts** School Beautification Committee—month of January—third grade faculty and students Parent In-Service	Parent In-Service	**Start Fourth Cycle (Early Childhood)**
2	**IGE Assessment (Upper Age Group) Team C** Jordan Complex meeting 111th Street School	Student Council meeting	**IGE Assessments (Upper Age Group) Team C'** Parent In-Service	**IGE Assessment (Upper Age Group) Team D** Parent In-Service	

week	m	t	w	th	f
3	Start 4th Cycle (Upper Age Group) Dr. Martin Luther King Program	Student Council meeting Parents Advisory Council	Area B Principals' meeting Middleton Street School Parent In-Service	Parent In-Service Area B Vice Principals' meeting Florence Avenue School	
4		Student Council meeting	Parent In-Service	Teams A & A' Assessment (Early Childhood) Parent In-Service	Teams B & B' Assessment (Early Childhood)
5					End of First Semester

Midterm Assessment: Classroom Teachers and Advisors Administer Criterion-Referenced Tests for Semester

Reading and Math Specialists Review all materials and recommend replacement, if necessary.
See page 61 for Consolidated List.

Parent Conferences (see Classroom Directory)

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february

week	m	t	w	th	f
1					End of First Semester School Beautification Committee—month of February—second grade faculty and students
2	Student-Free Day Staff Works on Organization of Teams and Materials to "Fine-tune" Instructional Efficiency. Start Second Semester	Start 5th Cycle (Upper Age Group) Start 5th Cycle (Early Childhood)			

Boy Scouts Week: Scoutmaster Mr. Erby and over 50 Scouts and Cubs of Troop 578 participate

Focus is on remedial work for students who are behind on objective accomplishment.

Jordan Complex meeting Jordan High School

Fund Raising Movie PTA & Student Body

week	m	t	w	th	f
3	Black History Week				
	Successful Blacks meet with Students to motivate them to continue education. See page 121 for sample activities	Holiday			
week	m	t	w	th	f
4	Holiday	**Assessments (Upper Age Group, Team C)** Student Council meeting Parents Advisory Council	**Teams A & A' Assessments (Early Childhood)** **Assessments (Upper Age Group, Team C')** Area B Principals' meeting Compton Avenue School	**Teams B & B' Assessments (Early Childhood)** **Assessments (Upper Age Group, Team D)** Area B Vice Principals' meeting Corona Avenue School	
week	m	t	w	th	f
5	**Start 6th Cycle (Upper Age Group)** **Start 6th Cycle (Early Childhood)**	Student Council meeting			

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march

week	m	t	w	th	f
1					School Beautification Committee month of March— fifth grade faculty and students
week	m	t	w	th	f
2	**Start Physical Performance Testing Program.** (This program will run through May) Jordan Complex meeting 96th Street School 2 p.m.	Student Council meeting Black American Day (Honor Black Americans who have contributed to America Black American Day Assembly		Arbor Day	

week	m	t	w	th	f
3	Assessments (Upper Age Group, Team C)	Student Council meeting	Assessments (Upper Age Group, Team C')	Assessments (Upper Age Group, Team D)	
week 4	**Start 7th Cycle (Upper Age Group)**	**Teams A & A' Assessments (Early Childhood)** Student Council meeting Parents Advisory Council	**Teams B & B' Assessments (Early Childhood)** Area B Principals' meeting Carver Jr. High School	**Start 7th Cycle (Early Childhood)** Area B Vice Principals' meeting Main Street School	
week 5		Student Council meeting			

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april

week	m	t	w	th	f
1	Assessments (Upper Age Group, Team C) Jordan Complex meeting 112th Street School School Beautification Committee—month of April—first grade faculty and students		Assessments (Upper Age Group, Team C')	Assessments, (Upper Age Group, Team D)	Fund Raising Function, PTA Student Body, for 6th grade culmination
week	m	t	w	th	f
2	Easter Vacation →				

week	m	t	w	th	f
3	Start 8th Cycle (Upper Age Group)				Teams A & A' Assessments (Early Childhood)
	One Fifth Grade Class to Camp Lazy W, San Juan Capistrano				
		Student Council meeting Parents Advisory Council	Area B Principals' meeting Ritter Avenue School	Area B Vice Principals' meeting Nevin Avenue School	
week	m	t	w	th	f
4	Teams B & B' Assessments (Early Childhood)	Start 8th Cycle (Early Childhood)			
		Another 5th Grade Class to Camp (All Week)			
		Student Council meeting			
week	m	t	w	th	f
5	Assessments (Upper Age Group, Team C)	Student Council meeting			

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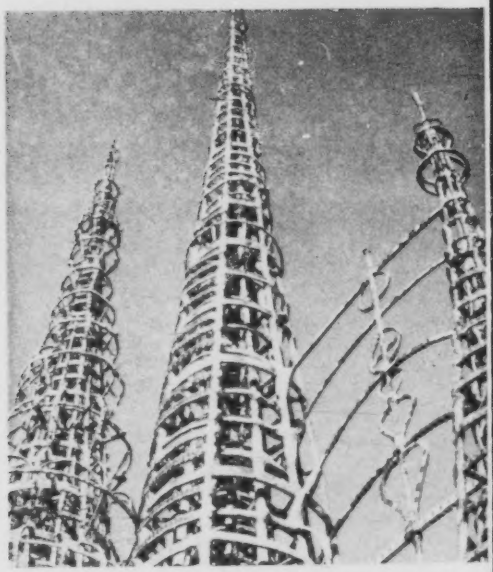

may

week	m	t	w	th	f
1			Assessments (Upper Age Group, Team C') School Beautification Committee—month of May—kindergarten faculty and students	Assessments (Upper Age Group, Team D)	
week	m	t	w	th	f
2	Start 9th Cycle (Upper Age Group) Jordan Complex meeting Grape Street School 2 p.m.	Student Council meeting Sent letter to parents re planning culmination activities (see page 118 for 1973 letter)			

week	m	t	w	th	f
3			Teams A & A' Assessments (Early Childhood)	Teams B & B' Assessments (Early Childhood)	
	Black Culture Awareness Week				
		Student Council meeting Meeting of parents of students scheduled for culmination in June	Area B Principals' meeting Bell Sr. High School	Area B Vice-Principals' meeting Elizabeth School	
week	m	t	w	th	f
4	Assessments (Upper Age Group, Team C) Start 9th Cycle IGE (Early Childhood)	Student Council meeting Parents Advisory Council	Assessments (Upper Age Group, Team C') Spring Play	Assessments (Upper Age Group, Team D) Spring Play	
week	m	t	w	th	f
5	Holiday	Start 10th Cycle (Upper Age Group) Student Council meeting			

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june

week	m	t	w	th	f
1	Equipment Inventory Jordan Complex meeting Markham Jr. High School 2 p.m.	Student Council meeting Send letter to parents announcing culmination activities (see page 119 for 1973 letter)			
2	Final Assessment for All Teams—Criterion-referenced and State Norm-referenced Testing Parent Conferences	Student Council meeting		Planning meeting for parents for Culmination Week	PSA Attendance Awards Assembly

week	m	t	w	th	f
3	Culmination Week →				Last Day of School (see page 126 for 1973 Promotion Program)
4					
5					

111TH STREET SCHOOL
RIGHT TO READ NEEDS ASSESSMENT
PROGRAM COMPONENTS ASSESSED

STUDENT PERFORMANCE

- Reading Comprehension
- Word Recognition
- Verbal Expression (Written/Oral)
- Interest/Attitude
- Mathematics

READING PROGRAM

- Program Location in School
- Teacher/Student Organization
- Time Spent in Program
- Per Cent Students Served
- Basic Approach
- Instructional Techniques
- Student Grouping
- Evaluation
- Existing Program Started
- IGE

RESOURCES

- Availability & Skills of Reading Teachers
- Availability & Skills of Additional Personnel

NON-CLASSROOM PERSONNEL AVAILABLE FOR READING SUPPORT

SCHOOL LIBRARY ACTIVITY

STAFF READING SPECIALISTS

OUTSIDE CONSULTANTS

OTHER NON-SCHOOL RESOURCES

DOLLAR RESOURCES

DECISION MAKING

111TH STREET SCHOOL

PRIORITIES

TO: All Teachers

FROM: Curriculum Coordinator

SUBJECT: Educational Goals and Workshop

Here are the Goals (needs assessment) that you selected when Establishing Priorities during our staff workshop.

For your convenience, the goals are arranged in rank order.

The approach you decided upon to attain these goals are as follows:

1. Individualized (main emphasis)
2. ESL (when severe dialect is evident)
3. BRL (and other programmed instructional materials)
4. Language Experiences
5. Continuous Progress

Also, you decided to use a combination of methods (Eclectic) to accomodate varying learning styles.

Educational Goals
(Establishing Priorities)

Directions: Rank goals by order of choice using numbers 1 through 8.

1st	The reading program should receive the greatest emphasis with the instructional program.
8th	Involve parents in the total school program and make use of their expertise wherever available.
4th	Provide appropriate learning environment for the individual child to develop an attitude of faith in himself and at the same time respect the dignity and worth of others.
6th	Establish a variety of situations that promote the willingness of pupil response intellectually and aesthetically to music, craftsmanship, and works of art as a means of personal enrichment.
2nd	Establish meaningful ways to implement the individualized reading program without making major changes.
3rd	Create a learning environment adaptable to pupil learning style matched with appropriate teaching style.
5th	Recognize "Team Effort" as an essential element to ensure the maximum growth of all children and increase sensitivity to staff needs in area of professional, emotional and social growth.
7th	To develop an awareness on the part of parents to make a valid commitment toward the improvement of his child's undesirable behavior at school and in the community.

111th Street School
Los Angeles, California

Faculty Chairperson Meets with Principal
July 19, 1973
10:00 A.M.

Agenda

1. Review of Faculty - Administrative Decision Making Process 1972 - 1973 School Year ..... Mr. Estes

2. Review Guidelines for Principal and Faculty Chairperson Interactions ..... Mrs. Flournoy, Principal

3. Administrative - Staff Relations Perspective for School Year 1973 - 1974 ..... Mr. Gilchrist

4. Staff Responsibilities in Advisory Council Functions

5. Suggestions for Follow-up Meeting

Faculty Chairperson Meets with Principal

July 19, 1973

10:00 A.M.

Present at this meeting were Mrs. Flournoy, Principal, Mr. Gilchrist, Faculty Chairperson for 1973-74 School Year, Mr. Estes, Faculty Chairperson for past school year and Mrs. Holmes, Office Manager.

Mrs. Flournoy discussed briefly the dilemma of the Title I budget for the coming school year and the problem that has arisen from the suit which has been filed against the Board of Education by some of the members of the School Advisory Committee, which is a city-wide committee. Because of this suit, the classified positions funded by Title I are currently frozen, but it is hoped that some disposition can be made of this problem before school opening in September 1973. Ten (10) schools have been asked to submit a brief reporting of their Advisory Boards' input during the 1972-73 School Year on planning, decision making and budgeting. If our Faculty votes to participate in this request, we will need to prepare said brief and submit it to the Board. Following that, our Faculty Representative on last year's Advisory Board will have to testify, if called upon, at any hearings which may arise on this matter. Therefore, our Faculty will meet on Monday, July 23rd at 10:00 a.m. to discuss this matter.

Mrs. Flournoy further stated the absolute necessity of active participation in the Advisory Board meetings for the 1973-74 School Year by all staff, with a representative from the teachers and the classified personnel being present at all Advisory Board Meetings.

The Preferred Reading Program was discussed next with Mrs. Flournoy stating that the list had been turned in but priorities must now be set before orders can be placed. Mr. Gilchrist asked how the areas were divided and Mrs. Flournoy said into three sections: 1st and 2nd, 3rd and 4th, and 5th and 6th and that the key person in each of these areas should be responsible to meet with the Principal regarding the decision of each department on their priorities.

The Guidelines for the Principal and Faculty Chairperson were discussed with Mrs. Flournoy pointing out that the Faculty Chairperson acts as a liaison between Staff and Principal and between District and L. A. City Schools. She further stated that the Faculty Chairperson is involved in all decision-making. The goals and objectives must be reviewed by him/her regarding our school, community, Area B, and L. A. City Schools. The Faculty Chairperson should bring the needs, concerns of the school and district to the attention of the Principal or any problems that may arise concerning the school.

Staff expectations (of the Principal) should be brought to the Principal's attention after the 1st Staff Meeting of the new school year. Mrs. Flournoy stated that these have been submitted to her in past years so that the administrators can be apprised of what the staff expects of them.

Mr. Estes suggested that the staff be allowed to give their views of our goals and objectives. Mr. Gilchrist suggested the staff be given the Guidelines of the District before submitting their staff expectations.

All Faculty meetings should be held separate from the administrators, Mrs. Flournoy stated, so that they will feel free to express themselves as they desire. Meetings regarding the curriculum, school organization, etc. will of course be held as in the past.

It was agreed that Mr. Gilchrist will have available for the first Faculty meeting of the new school year a kit for each teacher containing the Guidelines and other pertinent information, which will be compiled by the clerks during IB time.

Mr. Gilchrist stated that he feels the relationship between staff and principal should be cohesive and that he anticipates just this for next year. He thinks that meetings such as the one today help to bring about more cooperation and understanding. Mrs. Flournoy stated that the administrators are willing to help, always, with any problem areas or concerns.

Mrs. Flournoy reiterated that Advisory Board participation from the teachers and classified staff must be stronger. Mr. Gilchrist asked if parents will welcome us or will there be resentment against staff participation as it was some time ago. Mrs. Flournoy stated that she feels the parents will welcome our participation and that the problems in this area which existed before are no longer apparent.

A follow-up meeting between Faculty Chairpersons and Principal is scheduled for IB time, September 10, tentatively set for 10:00 a.m.

R. D. Holmes, Recorder

Approved: L. J. Flournoy, Principal

LOS ANGELES UNIFIED SCHOOL DISTRICT

Instructional Planning Div.
Reference List No. 4
School Journeys

August 27, 1973
(Effective: 1973-74 School Year)

TO: ADMINISTRATORS OF ELEMENTARY SCHOOLS

FROM: AUDIO-VISUAL SERVICES SECTION 687-4234
ROBERT L. HARRIS, SUPERVISOR

SUBJECT: SCHOOL JOURNEYS FOR 1973-74 SCHOOL YEAR

Purpose

School journeys have been arranged for the 1973-74 school year to assist teachers in planning activities that will enrich areas of study for elementary school pupils.

Allocations

Copies of the school journey request (Form #78.102) are being distributed to schools for use during the first semester, based upon the following allocations:

School Enrollment (Kindergarten not included)	Trips Allocated
from 200 to 299	5 trips per semester
from 300 to 399	6 trips per semester
from 400 to 499	7 trips per semester
from 500 to 599	8 trips per semester
from 600 to 699	9 trips per semester
from 700 to 799	10 trips per semester
from 800 to 899	11 trips per semester
from 900 to 999	12 trips per semester
from 1000 to 1099	13 trips per semester
from 1100 to 1199	14 trips per semester
from 1200 to 1299	15 trips per semester
from 1300 to 1399	16 trips per semester
from 1400 to 1499	17 trips per semester
from 1500 to 1599	18 trips per semester
from 1600 to 1699	19 trips per semester
from 1700 to 1799	20 trips per semester
from 1800 to	21 trips per semester

You will be notified of your allotment of school journeys for the second semester during the last week of December.

On each school journey request, please record your Administrative Area on the "Zone" line.

Each school journey request should be forwarded to the Transportation Branch, Room 201.

SCHOOL JOURNEYS FOR 1973-74

Instructional Planning Div. August 27, 1973

Guidelines

Please select the journeys that you wish to request from those included on the attached list. Specify the school days, if any, on which you do not wish to have journeys scheduled.

The maximum passenger capacity, including adult supervisors, is 79. Please do not exceed this maximum. Restrictions on the number of pupils who may participate in guided tours are set by the personnel at the journey site.

To schedule journeys that are not included on the attached list, teachers should make their own appointments and indicate on the school journey request that they have made the arrangements.

No admission fee shall be charged in conjunction with any journey for which ADA credit is to be received. School personnel are asked to consult Superintendent's Bulletin #42, dated January 15, 1973, for guidelines on scheduling of trips other than regular school journeys, (out of county, additional adult supervision, etc.).

Scheduling of school journeys will be made on a "first-come, first-served" basis by the School Journey Office. All request should be made in accordance with the appropriate grade level, schedules, and the availability of bus transportation. School journeys must be conducted between 9:00 a.m. and 12:00 noon. (Exception: If lunch is to be included, the trip may be extended until 1:30 p.m. if the bus schedule permits.)

When a bus does not arrive within 10 minutes of a scheduled departure, please call 687-3267. If a problem exists, this notification will alert Bus Operations and allow time for a correction.

Unguided journeys for kindergarten classes may be requested with the approval of the principal.

If it is necessary to cancel a school journey request, please notify the Transportation Branch, Special Transportation Desk at 687-3267.

Assistance

For further information or assistance, please call Mrs. Eileen M. Trapp, Transportation Branch at 687-3267.

APPROVED:

ROBERT W. LAWSON
Assistant Superintendent
Instructional Planning Division

Attachment: School Journey Sites

Instructional Planning Div.
Reference List No. 1

August 27, 1973

ELEMENTARY SCHOOL JOURNEYS FOR GRADES 1-6 (1973/74 School Year)

School Journey	Suggested Grade Level	Unless otherwise indicated below: journeys are: (1) Guided, (2) Maximum of 35 pupils
Acoustitone Corporation	5&6	Wed. & Thurs. only
Animal Shelters	K-6	
Arboretum		
Early California History (N)	3-6	35 pupils max. for each tour, or
Nature and Conservation (N)	3-6	70 pupils max. for both
Averill Park - Nature Walk	3-6	Mon. thru Wed., 70 pupils max.
Beverly Hills Municipal Court	5&6	Mon. Thur. Fri., 70 pupils
Cabrillo Marine Museum	3-6	Guided or unguided, 70 pupils max.
CA. Museum of Science and Industry		
Animal Industry	1&2	
Aviation	4-6	
Communications	3-6	
Electricity (opens March '74)	4-6	
Energy	4-6(Gifted)	Guided Tue. thru Fri., 35
Health (dental only)	1&2	pupils max. Unguided Mon.
I.B.M.	6th(Gifted)	77 pupils max.
Mathematica	4-6	
Mexico's Mexico	3-6	
Mineral	2-4	
Parks and Recreation	1-4	
Turning Wheel (Transportation)	4-6	
Space Place Theatre	K-3	Mon. Wed. and Fri.
Casa de Adobe	3-4	Wed. only
Chinatown (including Temple)	3-6	70 pupils max.
Civic Center Tour	K-3	Unguided bus tour, 70 pupils max.
Civic Center - Early L. A.	3&4	70 pupils max., 2 addtl. adults
Civic Center - Government	5&6	70 pupils max., 2 addtl. adults
Crestwood Chaparral Walk	1-6	Wed. thru Fri., 70 pupils max.
Daily Breeze Newspaper (Torrance)	4-6	Mon. Tue. Thur.,3 addt. adults
Descanso Gardens	4-6	70 pupils max.
Elysian Park	4-6	70 pupils max.
Evening Outlook Newspaper (Santa Monica)	5&6	Area D pupils only, 2 addtl. adults, Thur. only
Fern Dell Nature Walk & Museum	4-6	Wed. thru Fri., 70 pupils max.
Fire Dept. Div. #2 (L.A. City)	K-6	
Forest Lawn - Hollywood "Court of Liberty"	5&6	2 addtl. adults, Tues & Thur., 75 max.
General Motors Assembly Div.-Van Nuys	6th	Addt. adult
Golden State Insurance	5&6	2nd and 4th Wed., addt. adult
Griffith Park Rangers	3-6	70 pupils max.
Hansen Dam - Orcas Park	4-6	Mon. and Tue., 70 pupils max.
Harbor # 1	1-6	Unguided, 76 pupils max.
Harbor # 2	1-6	Unguided, 76 pupils max.
Harbor # 4	3-6	Unguided, 76 pupils max.
Harbor # 6 (fire boat)	1-6	70 pupils max. 2 addtl. adults
Harbor Lake (Flame Forest Walk)	1-6	Mon. Tues. Wed. 70 pupils max.
Wm. S. Hart Park	K-6	Tues. Thru Fri., guide in home only, 77 pupils max.

Huntington Library		
Art Gallery	6th	Wed. and Thur., 1st and 3rd Tues., 2 addtl. adults
Japanese Garden	3-6	Wed. thru Fri,; guided on Fri., stationed guides on Wed., and Thurs.
Hyperion Treatment Plant	4-6	Mon. and Fri.
International Airport	1-4	
La Brea Tar Pits	3-6	35 pupils max., guided on Tues and Wed., 77 pupils max. unguided on Thurs., and Fri., (lecture, then teacher directed).
Lawry's Foods	6th	
Legg Lake	K-6	Unguided, 77 pupils max., Tue. thru Fri.
Leonis Adobe	3-6	Wed. Thur. Fri. 77 pupils max.
Little Tokyo	4-6	Unguided, 2 addtl. adults
L. A. City Dept. of Water & Power	3-6	
L. A. City Public Library	3-6	
Children's Zoo	K-2	Unguided, 77 pupils max.
General Tour	3rd	
African	3-6	
No. American	3-6	
Aviary	4th	Guided 35 pupils max; unguided 75 pupils max.
Reptile	4th	
Eurasian	4-6	
So. American	5&6	
Australian	5&6	
Endangered species	6th	
Los Angeles County Court	5&6	Mon. Tues.Wed, 70 pupils max.
L. A. County Museum of Art	5&6	Please specify halls.
L. A. County Museum of Natural History		
CA. - Explorations & Missions	3&4	
CA. - Rancho & Gold Rush	3&4	
Indians of California (	3rd	
Indians of Southwest (1 Hall	3rd	
Indians of Plains (	5th	
Pre Columbian Hall	6th	
Transportation	5&6	
U.S. - Colonial Life (1 Hall	5th	
U.S. - Westward Movement (	5th	
African Mammals	4-6	
Birds of L.A. County	3-6	
Entomology (	5&6(Gifted)	
Evolving Life (1 Hall	5&6(Gifted)	
La Brea Fossils	3-6	
No. American Mammals	4-6	
Cenozoic Animals Fossils	4-6	
Los Cerritos Ranch House	4-6	65 pupils max., 4 addtl. adults
Los Encinos	3-6	Wed. only, 77 pupils max.
McCurdy's Nature Center	4-6	35 pupils max., guided; 77 pupils max. unguided; Tue. thru Fri.

Metropolitan Water District of So. CA.	4-6	25 to 50 pupils max. Tues thru Fri.
Music Center	5&6	Special appt. thru Transp. Branch.
Pasadena Museum of Modern Art	3-6	Wed. or Thur., 70 pupils max.
Pattigrew Science Center	K-3	77 pupils max., unguided
Pierce College Farm Tour	K-4	76 pupils max.
Pioneer French Bakery	1&2	Mon. and Thurs.
Placerita Canyon Nature Center	3-6	70 pupils max., Wed. only
Pueblo de Los Angeles		
Olvera Street	3-6	Unguided, 77 pupils max. Tues. thru Fri.
Historical tour	4-6	
U. S. Post Office	2-6	
Quaker Maid Dairy (Lathrop Farms)	2nd	Wed. only
Ralph's Grocery Co.	K-6	Tues. and Wed.
Royal Palms Tidepools	3-6	Guided for low tide dates only, 70 pupils max. Wear suitable shoes and playclothes for rocky and wet terrain, Mon. Tue. Wed.
San Fernando Mission	3-6	35 pupils max. guided, 74 pupils max, unguided, addt. adults
Sheriff's Academy (L.A.County)	2-6	77 pupils max. Wed. Thur. Fri.
South Coast Botanic Gardens	3-6	35 pupils max. guided, 76 pupils max unguided. Mon. Wed. Fri.
Southwest Museum	3-6	Tues & Wed. only
Times-Mirror Newspaper	5&6	
Tropical Waters	3-6	Mon. Wed. Thur. and Fri.
UCLA Japanese Gardens	4-6	Thur. only, addtl 5 adults
Union Oil Refinery	4-6	Tue. only
Valley Nature Center	1-6	70 pupils max., Wed. Thurs., and Fri.
Van Nuys Airport	1-4	70 pupils max.
Van Nuys Court	6th	Wed. and Fri.
Venice Beach Walk	3-6	70 pupils max., Wed. thru Fri.
Von's Grocery Co.	2-6	Tues. and Wed.
Western Electric Co.	5&6	
Whittier Narrows Nature Center	4-6	70 pupils max., Tue. only

APPROVED:

ROBERT W. LAWSON
Assistant Superintendent
Instructional Planning Division

111TH STREET SCHOOL

CLASSROOM MANAGEMENT

At the 111th Street School each teacher organizes her materials into Learning Centers in order to teach specific skills. To illustrate how one teacher has organized her class, we will show how a teacher from the Upper Age Group Unit, Miss Lynda McNeal, has organized her instructional day to teach Math in Time Block #1, Reading in Time Block #2, and Study Skills, Handwriting, Language and Writing in Time Block #3. All students in the Upper Age Groups participate in Psychomotor Training in Time Block #4. The attached Instuctional Schedule shows a typical daily log of the three teams in this unit.

Mis McNeal has organized her Learning Centers about her supplies and equipment in the first two Time Blocks, when all students are studying the same subject. In the third Time Block, (her Home Room period), the Centers are organized about the subjects which the students are currently pursuing. At this time her Centers are organized like this:

TIME BLOCK #1 (MATH)

Center #	
1	Correctional Center (Conference)
2.	Imperial Tapes
3	Singer Math Kit
4	Cuisenaire Rods
5	Modern School Mathematics Texts (#5)
6	Modern School Mathematics Texts (#6)
7.	Sullivan Program (Fractions)

BEST COPY AVAILABLE

111th Street School
Instructional Schedule
Upper Age Group

Instructional Cycle # 3

(Dec. 3, 1993 to Jan. 10, 1994)

TEAMS [C - C' - D]	9:00-9:40 9:40-10:30	10:50-12:10	1:10-2:30	2:30-3:00
D 107 BATES BIDDLE ESTES LABS- JOSEPH 29 THOMAS 28	I.G.E. Reading–Small Group W.A. Pupils Comp. *C-16-18 15 MAIN IDEA C-13-15 15 CONCLUSIONS D-1,2,3 20 SEQ. ORDER	Class Size Group 3 days Language Spelling Handwriting 2 days – Study Skills Social Studies Science–Health	I.G.E. Math–Small Group Pupils	Psychomotor–Large Group One-to-one Small Group Skills
C 104 DAVIS CHAIMAN JENKINS LABS- JOSEPH 34 THOMAS 34	I.G.E. Math–Small Groups Pupils	I.G.E. Reading–Small Group W.A. Pupils Comp. *C-4,5 12 FOLL. DR; SEQ. OR. C-6,7 12 FOLL. DR; C-8,9 12 MAIN IDEA	Class Size Group 3 days Language Spelling Handwriting 2 days – Study Skills Social Studies Science–Health	Psychomotor–Large Group One-to-one Small Group Skills
C' 136 McNEAL LEE WILLIAMS, G. MARSHALL LABS- JOSEPH 38 THOMAS 38	Class Size Group 3 days Language Spelling Handwriting 2 days–Study Skills Social Studies Science–Health	I.G.E. Math–Small Group Pupils	I.G.E. Reading–Small Group W.A. Pupils Comp. D-1,2,3 14 SEQ. ORD. C-8 16 SEQ. ORD. D-1,2,3 14 C-10 16 MAIN IDEA	Psychomotor–Large Froup One-to-one Small Group Skills

RESOURCES

Music: Fitzgerald
Horizontal Organization of Reading Skills:
- Dance
- Orchestra
- Chorus
- Drama

Reading Skill Development
Thomas
Joseph

Education Aides

Stuckey	Matthews
Hill	Donahue
Moland	Johnson

Large Groups
Small Groups
Class Size Groups
One-to-one

Developmental Math Process
E. Ervin

Psychomotor
W. Kimbell

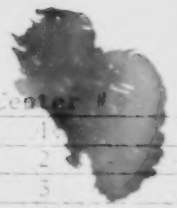
Educational Resource Center
J. Cohn

TOTAL ENROLLMENT–347

* Refers to I.G.E. Skill Card on Word Attack

TIME BLOCK #2 (READING)

Center #	Contains
1.	Listening Center (Imperial Reading Lab)
2	Vowels (Sound-o-Word Game)
3	Dolch Word Game
4.	Comprehension (Spectrum Kit)
5	Basal Reading Texts Related to Specific
6	Basal Reading Texts Skills under study
7	Worksheet Follow-up (Conference)



TIME BLOCK #3 (HOME ROOM)

Center #	Contains Materials For
1	Study Skills Follow-Up
2	Handwriting
3	Language (Verb Usage)
4	Spelling
5	Language (Capitalization)
6	Writing (Sentence Structure)
7	Poetry (Writing Limericks)

Miss McNeal rotates the students among the Learning Centers during the first two Time Blocks in order to provide the students with a wide variety of materials and approaches for teaching the specific skills for which she is currently responsible.

In the third Time Block the students are rotated through the centers on a rigid schedule to ensure that all students have an opportunity to learn all of the skills in the various subjects covered during this period. Miss McNeal's scheduling is shown on the next page. Other teachers at the school will have individual schedules to meet the specific requirements of their students.

Students are divided into six sets (numbered 2 through 7); this always

leaves one Center empty. The empty Center is used for individualized instruction and to provide additional flexibility in scheduling. Sets of students are rotated through the Centers as shown in the schedule below. Material, including skills boxes and contracts are stored at each Center as indicated above. Material at each Center may be changed as necessary.

TIME BLOCK #3

Day	1	2	3	4	5	6	7	Center
Mon.		2	3	4	5	6	7	
Tue			2	3	4	5	6	
Wed	6	7		2	3	4	5	
Thu	5	6	7		2	3	4	
Fri	Affective Domain Activity (Class size)							

Mon.	4	5	6	7		2	3
Tue.	3	4	5	6	7		2
Wed	2	3	4	5	6	7	
Thu		2	3	4	5	6	7
Fri	Affective Domain Activity (Class size)						

(Note that each set completes a cycle through each center in two weeks. The third week of the 5 week cycle is devoted to assessment and individual assistance.)

The teacher at the 111th Street School is continuously involved in the organization of learning Centers in her classroom. She utilizes materials from the retrieval center in the school, from the commercial kits in her classroom, from standardized state texts, and from any other source available. Her task is to organize the material in order to accomplish the specific instructional task for a particular three week cycle. She occasionally develops some material from scratch if this is necessary for a student, or students to develop the particular skill that they are working on.

Paper materials, such as pre/post tests, worksheets, and handouts, which are related to a specific skill, are reproduced and assembled in sets in large envelopes. These envelopes are consolidated into "skill boxes" and are used at the Learning Center in addition to the other supplies and equipment which are listed there. At the end of the instructional cycle, the teacher may or may not change the specific skills in Reading and Math which she is teaching. If she teaches the same skills during the next cycle, she will probably have new students. If she teaches new skills she may retain most of the students during the next cycle. This means that she must plan and assemble the materials for the Learning Centers to teach the new skills. In any case she must plan and assemble new materials for her Home Room Time Block for each cycle. The following pages illustrate how one 111th Street teacher plans her centers to accomplish specific objectives. Some of the student materials from the skill boxes are also provided.

111TH STREET SCHOOL

Early Childhood Education

Team Meetings

Team A - Room 9 (Gates)

Team B - Room 32 (Wright)

Team A1 - Room 21 (Devereaux)

Team B1 - Room 18 (Bradley)

Monday October 29, 1973

1. Please complete profile cards for skills that were mastered during the first three weeks instructional cycle.

2. Complete the green monitoring performance objectives form. Attach a list of names of children who did not attain the objectives.

3. Identify the new objectives for instructional cycle #2 October 29 - Nov. 19, and form the groups for instructions and assignment to labs and other areas.

Assign third and fourth graders to the following areas.

2:10 - 3:00

From Devereaux, McMillan, Owens - to room 16 (Craft, Alston)

From Bowers, Wright, Marks - to room 33 (Gilchrist, McClinton)

From Bradley, Sams, Williams - to Library (Cohn, Machabie)

From Olsen - to room 35 (Haynes, Martin)

Thank you,

J. Cooper

111TH STREET SCHOOL

Objective Attainment
Early Childhood Education
Summary Sheet

Reading Skills - Instructional Cycle #1

October 4 - October 25, 1973

Word Attack Skills Taught

A1 - Rhyming Words
A2 - Rhyming Phrases
A3 - Discrimination (Shapes)
A4 - Discrimination (Letters, Numbers)
A7 - Initial Consonants

B1 - Sight Vocabulary
B3 - Beginning Consonants
B4 - Ending Consonants
B5 - Consonant Blends
B6 - Rhyming Elements
B7 - Short Vowels

Number of children involved - 391
Number of children not attaining objectives to be re-cycled - 76 or _____

Comprehension Skills

01 Comphrehension Readiness
02 Classification
03 Sequence
04 Causation
05 Comparison
06 Recognizing Stated Details
07 Finding the Main Idea

111TH STREET SCHOOL

Consolidated list of instructional Materials

For information regarding IGE materials, contack Dr. W.H. Sipes, R. & D. Center, 1404 Regent Street, Madison Wisconsin, 53706

	MATERIALS	PUBLISHER
	Sullivan Pre-reading and Math Program (charts only)	Sullivan
	Early Explorations	Denoyer-Gebhardt
2	Peabody Language Development Kit Level I	American Guidance Service
2	Merrill Math Skill Tapes	Charles E. Merrill
2	Continuous Progress Laboratory - Tapes	Educational Progress Corp.
	Individualized Math Cards (AA & BB)	Singer/Random House
2	Mathematics Laboratory Cards	McCormick - Mathers
	Language Master Arithmetic Program-Cards 1 390	Bell & Howell - Audio Visual Products Division
	Self-Teaching Arithmetic	Scholastic Book Services
	Math Wonderful Records of Facts	John D. Caddy - Canoga Park
	Programmed Math - Sullivan Associates Program	California State Department of Education
2	Modern School Mathematics Structure and Use-Overhead Visual	Houghton Mifflin Co.
2	Tangromath	Creative Publications, Inc.
	Pattern Blocks	Creative Publications, Inc.
2	Cuisenaire Rods and Task Cards	Cuisenaire Co. of America
	MacMillan Math Activity Cards	MacMillan Co.
	Developmental Math Cards	Addison - Wesley (Canada) Ltd. Webster Division
	Geoblocks	McGraw Hill Book Co.
	Set of Numbers	L.W. Singer Co., Inc.
	Math Workshop Level A	Encyclopedia Britannica
	Elementary School Mathematics Book I	Addison-Wesley Pub. Co. Inc.

	MATERIALS		PUBLISHERS
	Learning about Measurements		Franklin Publishing Inc.
	Learn to Fold - Fold to Learn		Franklin Publishing Inc.
	Elementary School Mathematics		Addison-Wesley Publ. Co.
	Mathematics Around the Clock		Franklin Publishing Inc.
	Making and Using Graphs and Nomographs		Franklin Publishing Inc.
	Mirror Magic		Franklin Publishing Inc.
	Programmed Math-Sullivan State Series		Sullivan Press
	Basic Addition	Book One	Sullivan Press
	Advanced Addition	Book Two	Sullivan Press
	Subtraction	Book Three	Sullivan Press
	Multiplication	Book Four	Sullivan Press
	Division	Book Five	Sullivan Press
	Fractions	Book Six	Sullivan Press
	Decimals	Book Seven	Sullivan Press
	Measurements	Book Eight	Sullivan Press
	Duplicating Masters		Houghton Mifflin
	"The Six Wonderful Records of Facts" 3 sets, two records in each set		John D. Caddy
2	imperial Primary Math Skills (Reel tapes,1) (Cassette, 1)		Imperial Instructional Learning
2	Imperial Intermediate Math Skills (Cassette, 1, 40 lessons, 40 tapes)		Imperial Instructional Learning
	Individualized Mathematics (Drill & Practice Kit)		Singer & Random House
	Simple Scales (Invicta)		Math Media
	Counter Balance Fractional Units		Math Media
	Scholastic Program of Individual Arithmetic Instruction		Scholastic Book
	Educational Sensory Program Tapes		Educational Development Center
	Trundle Wheels		Math Media

	MATERIALS	PUBLISHERS
	Chalkboard Compasses	Math Media
	Chalkboard Protractors	Math Media
	Abacus	Houghton Mifflin
	Attribute Blocks	Educational Development Center
	Geometric Shapes	Webster
	Try Task Sets	Noble and Noble Publishing
	Pattern Blocks	McGraw-Hill
	Geometric Figures and Solids	Creative Publishing Inc.
	Tic Tac Toe	Checkline
	Kount-N-Kube	Milton Bradley
	Plastic Counters	Milton Bradley
	Wooden Pegs	Milton Bradley
2	Piaget Program	American Science & Engineering
3	Early Childhood Discoverey Materials	The-MeMillian Co.
2	Starting Out With Pictures	Harper & Row Publishers
	S. R. A. Reading Lab IIa	Science Research Associates, Inc.
	S. R. A. Reading Lab Ib	Science Research Associates, Inc.
	S. R. A. Black History Kit	Science Research Associates, Inc.
	Spectrum MacMillan Reading	The MacMillan Co.
2	Audio Reading Progress Laboratory	Educational Progress Corp.
	Target Blue Structural Analysi Kit	Field Educational Publications
	Listen & Think Lessons - Lev. C & D	E.D.L./McGraw-Hill
	Reader's Digest Skill Builders	Reader's Digest Services, Inc.
	Controlled Reading Study Guide & Film Strips. Lev. C,D,& E	E.D.L./McGraw-Hill
	Ideal Vowel Tapes	Ideal Co.
3	Phonics We Use (Learning Games)	Lyons & Carnahan-Inc.
	Word Games	Teacher Developed

	MATERIALS	PUBLISHERS
	Audio Reading Progress	Educational Progress, Corp.
2	Durrell Phonics Practice Progress	Harcourt Brace & World Inc.
	Language Development Program	Scientific Research Assoc.
2	Bowmar Primary Reading Series	Bowmar
	Ideal Charts (initial & final con.)	Ideal School Supply Co.
	Focus on Self-Awareness	Scientific Research Assoc.
	S.Y.E. Educational Multi-Media	Singer
	Our Children's Heritage	Storytoons, Inc.
3	Primary Reading Program	Imperial Instructional Learning
2	Kit A Language	Ginn
	Listening Skills Program	Scientific Research Assoc.
3	Listen and Do	oughton Mifflin
2	Reading Lab 1a	Scientific Research Assoc.
2	First Talking Story Book Box	Scott, Foresman
	A B C's	Black
2	Creative Reading Program Level 1	Harper Row
3	First Talking Alphabet Part I	Scott, Foresman
3	First Talking Alphabet Part II	Scott, Foresman
	B.R.S. Series	Scientific Research Assoc.
	The Child's World, Foldout Series	Scientific Research Assoc.
	Tales by Rudyard Kipling	Scientific Research Assoc.
	Target Yellow Field Reading Skill Program	Field Educational Pub.
	Getting Ready to Read	Houghton Mifflin
	Speech-to-Print Phonics	Harcourt-Brace & World, Inc.
	Learning Letter Sound Filmstrip	Houghton Mifflin
	Edge II (Mathematics and Ecology)	Learning Achievement Corp.

MATERIALS	PUBLISHERS
Consonant Kit B	Ginn and Company
Child Craft How and Why Library	Field Ent. Ed. Corp.
Pacesetters for Reading	Troll Associates
Individualized Reading Kit, Grades 1,2,3	Scholastic
Torchlighter (Ind. Reading Kit)	Harper Row
Modern Arithmetic Series-Grades 1,2	McGraw Hill
Developing Number Experience-Kit A	Holt, Rinehart & Winston
Owl Books	Holt, Rinehart & Winston
I Wonder Why Readers	Holt, Rinehart & Winston
Bowmar Reading Incentive Program	Bowmar Record Inc.
Rheem's Remedial Reading Program	Rheems
Spelling & Learning Games	Lyons & Carnahan
Word Building Cassette Tapes	Ideal
Show and Tell	General Electric
Fun with Rhymes, Opposites, Beginning Sounds	Instructo
Kindergarten Manipulatives	Educational Reading Service
First Grade Manipulatives	Educational Reading Service

111TH STREET SCHOOL

ATTENDANCE PROCEDURES

(Guide for teachers)

PSA Counselor

Aide or Clerk

1. Attendance card envelope, containing attendance cards of absent pupils should be hung outside classroom on the door knob for collection between 9:15 A.M. and 9:30 A.M. For effective service, attendance cards must have all information filled in. (Address, phone, room number, etc.)

2. Attendance cards of absent pupils will be checked daily in pupil services office. Record "100" in appropriate space for each day of absence. Attendance cards will be returned to your box each evening.

3. If an attendance card is pulled from your envelope to investigate absence, a substitute attendance card (blue) will be put in it's place in your attendance card envelope.

4. The substitute attendance card will be used by you to record attendance only. It will alert you that the child is absent, and that the Pupil Services and Attendance Counselor is trying to determine the reason and aid the child in returning to school. Absences are to be recorded daily on the blue card by the classroom teacher. Please do not keep the blue card after the child returns to school.

5. The regular attendance card will be retained in Pupil Services Office until the child returns to school. During this time, absences will be recorded, as well as information obtained from home or other sources regarding absence.

6. When the child returns to school, send him with blue substitute attendance card, and note from parent, to Pupil Services Office for readmission. Reason for absence will be recorded on back of your attendance card. Always read back of card. Also, any information received by teacher should be recorded on back of card. This is important. If you know why child is absent, please record on card.

7. When a child is excluded for health reasons by the school nurse, she will request the attendance card and record exclusion. Attendance card will then be routed to Pupil Services and Attendance Office. A blue Substitute Attendance Card will then be placed in

ATTENDANCE PROCEDURES Cont.

your box, giving information on back as to exclusion. This procedure will eliminate possibility of unnecessary home contact regarding pupil's absence.

8. When the pupil returns from a health exclusion, or from any other absence, send him with blue card to Pupil Services Office, where he will be counseled. He will be given his regular attendance card, and then will be routed to the nurse for re-admission, if required. Where a child has been excluded by the nurse, HE MUST BE RE-EXAMINED BY THE NURSE BEFORE HE IS RE-ADMITTED TO THE CLASSROOM

****

PLEASE KEEP THIS BULLETIN FOR REFERENCE BY YOU OR SUBSTITUTE TEACHER.

PUPIL SERVICES OFFICE
ATTENDANCE PROCEDURES

(Guide for Aide or Clerk)

DAILY:

Check or screen all attendance cards sent in folder by teacher for attendance problems (i.e., absence - tardy).

Record total absences per class on Tally Sheet in space provided, after name of teacher, record total each week and at end of month. Absence tally sheets should be kept in notebook.

Use substitute (blue) card for 3 day absence; place substitute card in folder after recording necessary number of absence symbols. File regular (white) card in attendance file box on PSAC desk.

Keep an accurate record of absences on all regular attendance cards (white) on file in PSAC Office.

Re-admit 3-day or more absentees. Route child with regular attendance card to nurse, when absence was caused by illness. Remember to circle absence symbol (exmple: 100) if illness or medical appt. is reason for absence, verified.

Contact parent, relative or neighbor by phone, or older sibling in school to ascertain reason for child's 3-day or more absence. Record information received on back of card.

Example: 9/16/70 Illness (excl) cold, Phone Call (your initials)
or: Out of town (unexc) Note

Send absence card to home if there is no phone. Let PSAC know of response. Make note on attendance card.

Date and initial any and all information received concerning Pupil Services Office.

Record all cases in Pupil Services Log, according to information requested (if this is used).

Obtain new address of any case received either via phone or message. Change attendance card and registration, telephone, address, etc.

Check "In and Out" book for transferees so as to eliminate unnecessary home visits by PSAC. Alert PSAC to such cases, especially transferees out of school.

MONITOR SYSTEM

There are several ways that this can be arranged, but it should be planned ahead and the monitors must be continually encouraged to act responsibly in terms of leaving their rooms, going quickly to pick up the attendance cards, delivering them to the office, and returning to their rooms. If they are supervised closely for the first two weeks, their dependability should become very apparent.

Choosing monitors: Select one monitor for each building (this should be a pupil with good attendance). Appoint one of them, preferably a sixth grader, to be captain. This pupil can check to make sure each monitor is "on the job" and cover for anyone who is out. The captain can also put the attendance cards in numerical order to facilitate the record keeping by the clerk or aide.

This can be quite a rewarding experience for the monitors and they should be frequently reminded that they are representing the attendance office, and must have a dignified attitude.

The monitors can assist at the Awards Assemblies.

NOTE: Sometimes a problem student can be helped to become a good monitor, and the responsibility helps him to become a good student; but he must be closely supervised and guided.

SAMPLE ATTENDANCE CARD

DAILY ABSENCE

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SCHOOL MONTH 4

SCHOOL YEAR

Total	Room	Grade	Teacher	1st Week					Total	2nd Week					Total	3rd Week					Total	4th Week					Total 4
				M	T	W	T	F		M	T	W	T	F		M	T	W	T	F		M	T	W	T	F	

111TH STREET SCHOOL

GUIDANCE ACTIVITIES

PURPOSE:

To create an environment for success in all learning activities for each pupil.

OBJECTIVE:

(a) To create an environment for a pupil to reach his maximum potential and have success in a learning situation.

(b) How to achieve learning through involvement in guidance.

(c) How the guidance media can serve as a source for involvement in motivating positive social behavior, independent study, decision making and a greater flexibility in a learning program.

PROCEDURE:

The Guidance program is initiated through the faculty organization. The teacher is the focal point as they identify the pupil with difficulty.

The Guidance Committee is composed of teachers associated with pupil, past and present, social worker, pupil personnel worker, psychiatric social worker, administrator, and counselor.

Students who consistently exhibit poor performance are referred to the Guidance Committee, where much research is gathered which deals with the past, present, and future of the child. This gives a history of the pupils development, his current status, and his outlook to the future.

We use the case study in understanding the pupil, so that the next step can be taken in furthering acceptable development. Case studies describe the child's struggle for success and show the effectiveness of certain kinds of remedial treatment. This leads us into behavior modification echniques.

EXAMPLE OF CASE STUDY:

Child: B--- Age: 11 yrs. 6 mos. Grade: 6

Siblings: Two older brothers not in school, two younger sisters, one younger brother.

Medical: Normal vision, hearing and physical finding.

Binet I.Q.: 69. We feel this score is depressed because of some emotional factor, as child's classroom performance is above this level.

B--- is verbal, energetic, forceful, quick tempered, loud, can be charming, and personable if she desires. She is a tall thin, pretty girl. In her dress clothes she appears more mature than most elementary school girls.

Extremely "tom boyish" in her manner. She is often described as a "toughie". She has many problems in school, and in the community, such as gossiping, fighting, lying, cursing and no respect for authority.

Her father is not in the home, but seems to have a lot of control of the family. He is a very forceful person verbally. He upholds and protects his children in what ever they do, giving instructions to leave school if a problem arises. He has held jobs as an assistant manager in a filling station, and a security officer in a store.

B---'s mother did not finish high school. She is a housewife, unemployed. She states that "she wants her children to stay in school". She has not affiliated with any outside activity. She seems to involve her life around her children. She seems to patronize, protect, and support her children in order to gain their support and loyalty. She refuses referral to Guidance.

School with B--- seems to be a place to get recognition through any method she desires. Despite these feelings and the fluctuations in her behavior she can achieve academically.

Her greatest success has been in reading (WRAT - Reading 4.7, Arithmetic 3.0, Spelling 3.9). She does not always take part in her classroom assignments. She seems to get some pleasant reaction when she is aggressive and after a bout of fighting or gossiping.

Former and present teachers of B---'s describe her in four areas:

1. Responsibility:

Has not put forth effort to do required assignments. Needs special prodding unless interested. Habitually controlling activities of other students with threats of beating them up.

2. Influence:

In certain groups she influences others with gossip. She is carried along in her groups because of her fearlessness, her strength, and profanity.

3. Adjustability:

Feels secure in groups and with adults. Some students seem indifferent to her, but seem to sense her strength, and profanity.

4. Social Concern:

Does not show concern for others or herself. Not interested in the welfare of others, unless they were doing something to affect her or help to make problems. Showed no concern for others making derogatory statements to teacher, principals, parents and counselor. Later returning to state, "that she was going to make a change", each time falling back into

her same pattern.

During Black History Week, B--- was asked to do a reading on Martin Luther King. She was quite pleased, and came for me to listen. She read well. However, before the day of the program, she said, "a girl was talking about her and she jumped on her, and was sent home as had been the contract she had agree to."

The pupil's home is in a low economic area, based on welfare.

Summary:

Pupil has feeling of inferiority and tries to compensate for it. Sets about developing her power in order to be able to cope with her difficulties. Some jealousy and struggle to gain parents, teachers, and peers attention. Wants to be a leader, enjoys dominating.

Recommendations:

1. Develop a good self image.
2. Give her leadership roles and support for success.
3. Give her honorable tasks such as safety monitor, student counsel, and participating in program.
4. Help her to be interested in herself.
5. Motivate her for preparation in junior high school.
6. Group counseling.
7. Individualize all instruction.
8. Set up contracts and reward for successes.
9. Refer for counseling and guidance.
10. Parent conferences.
11. Refer for behavior modification skills.
12. Change to another classroom.
13. Involve parent in school activities.
14. Add her name to list of children having difficulties and circulate to all faculty with some suggestions as to how child is best handled.

Results:

With behavior modification, B--- has met with success; she was able to accept the challenge and worked on contracts as points, getting ready for junior high. She now comes in to talk about her past problems and how she can handle them.

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TEACHER'S SCRIP PLAN

Historically, one of the most bothersome concerns of the classroom teacher has been the empty spot on the shelf in the supplies locker--the spot where the colored chalk should be, or the art paper needed to decorate the bulletin board, or the exhibit for the science class, or the one can of spray adhesive needed to finish the photo display.

It's often the small but necessary item that's not handy, forcing the teacher either to do without it temporarily or buy it out of pocket from a local source. During the year it can mean quite an expense, but it's easier and quicker than waiting.

This year, however Superintendent of Schools William Johnston recommended, and the Los Angeles City Board of Education approved a "scrip" plan designed to facilitate the purchase of small items on an as-needed basis by each of the district's 25,000 classroom teachers.

The plan, implemented at a cost of some $1.3 million for this year only, works like this:

Each teacher on a district's payroll who's assigned to spend 20 hours a week or more in the classroom received at his home a small package, including a book of scrip worth $50.00, and IBM card and an instruction sheet.

Each book of scrip, containing five $5.00 coupons and 25 $1.00 coupons, is identified by an account number matching that on the computer card. By signing and returning the card, that individual account is activated. No one else can use scrip from that book should it become lost or stolen.

The teacher then may order any of the more than 8,400 individual items on hand in the district warehouse simply by filling out a requisition form and attaching enough scrip to cover the cost. Within about three weeks, the items will be delivered directly to the teacher.

In an emergency, it is possible for the teacher to walk-through an order by taking the requisition and scrip to the Stock Accounting Section of the Business Services Center at 1425 S. San Pedro Street. They can pick up the item there in a very short time.

Teachers also may get together and "pool" their scrip to purchase an expensive piece of equipment.

The money earmarked for the scrip plan is in addition to the instructional materials account still available in each individual school.

$5
$5
Scrip
TEACHER'S MATERIEL ALLOWANCE
Value $5.00
I certify that this scrip was issued to me and that any items purchased with it will be used in the educational programs of my school.
$5
Teacher's Signature
Employee No.
(Void after May 31, 1974)
Name of School
$5

Coupons in differing dollar amounts are used by teachers to order classroom materials.

FALL '73

111TH STREET SCHOOL

NOON DIRECTOR ASSIGNMENTS

BREAKFAST 8:15 - 9:15

MRS. B. BURTON & MRS. F. BUNKLEY:

8:15 - 8:55	Supervise breakfast line and eating area. Responsible to see that children maintain clean eating area.
8:55 - 9:15	Responsible for keeping tables clean.

PRIMARY LUNCH 11:30 - 12:25 UPPER LUNCH 12:10 - 1:05

MISS G. WILLIAMS:

11:30 - 12:00	Supervise room lines on south side. Supervise children in eating area from rooms 9 Mrs. Gates, 10 Mrs. Newman 20 Mrs. Sams.
12:00 - 12:25	Accompany assigned children to primary yard and supervise north end of yard.

MRS. B. MCMILLER - MRS. R. CARTER:

11:30 - 12:00	Supervise room lines on south side. Supervise children in eating area from rooms 8 Mrs. Cook, 11 Mrs. Clemons 21 Mrs. Devereaux.
12:00 - 12:10	Accompany children to yard. Wipe tables in outside eating area.
12:10 - 12:25	Supervise central area of primary yard.

MRS. M. MORELAND:

11:30 - 12:00	Supervise room lines on east side. Supervise children in eating area from rooms 2 Mrs. James, 18 Mrs. B. Bradley 19 Mrs. Owens, Mrs. McMillan 23.
12:00 - 12:25	Accompany children to primary yard and supervise south end.

MRS. G. MILLER:

11:30 - 12:00	Supervise room lines on east side. Supervise children in eating area from rooms 24 Mrs. S. Williams, 25 Mrs. Janssen, 26 Miss Olsen.
12:00 - 12:25	Accompany children to yard and supervise both rest rooms.

MRS. B. BURTON:

11:30 - 12:00	Receive and seat children in multipurpose room eating area. Supervise children from rooms 27 Miss Berghuis, 30 Mrs. Marks, 32 Mrs. Wright, 34 Mrs. Bowers.
12:00 - 12:10	Accompany children to yard. Wipe tables in Multi-purpose room eating area.
12:10 - 12:25	Supervise children assigned to upper grade yard.

MRS. V. GHOLSTON:

12:10 - 12:35	Supervise room lines on southside. Supervise children in eating area from rooms 15 Mrs. Jenkins, 17 Mrs. Chatmon, 22 Miss E. Williams.
12:35 - 1:05	Accompany children to upper yard. Supervise southside of yard.

MRS. H. LAMPKIN:

12:10 - 12:35	Supervise room lines on southside. Supervise children in eating area from rooms 12 Sub, 13 Miss G. Williams.
12:35 - 12:45	Wipe tables in outside eating area.
12:45 - 1:05	Supervise upper yard, north end.

MRS. F. BUNKLEY:

12:10 - 12:35	Supervise room lines on eastside. Supervise children in eating area from rooms 28 Mr. J. Williams, 29 Mr. Linden, 38 Mrs. Marshall.
12:35 - 12:45	
12:45 - 1:05	Accompany children to upper yard and supervise both rest rooms.

MR. G. DAVIS:

12:10 - 12:35	Supervise room lines on eastside. Supervise children in eating area from rooms 40 Mrs. David, 41 Sub, 42 Mrs. Biddle 46 Miss McNeal.
12:35 - 1:05	Accompany children to yard. Supervise central upper yard.

MRS. G. BELL:

12:10 - 12:35	Seat children in Multi-purpose rooms 43 Mr. Estes, 44 Mr. Lee, 45 Mrs. Bates
12:35 - 12:45	Dismiss children to yard. Wipe tables in Multi-purpose room eating area.
12:45 - 1:05	Supervise upper yard north end.

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ALL NOON DIRECTORS ARE RESPONSIBLE TO:

- Encourage children to eat all their food and drink their milk.
- Assist children in keeping their eating area clean.
- Know children for whom they are responsible.
- Make sur that each child is "checked - off" before leaving the eating area.
- Report all children, at the end of their assignment, not following established standards to the Vice-Principal, Mr. Lawson.
- See that all children stop playing immediately and walk quietly to room lines when the bell rings.

111TH STREET SCHOOL

ARRANGEMENT OF BOOKS IN THE LIBRARY
OBJECTIVES

The pupil:

-Becomes aware of the library as a collection of books arranged in a specific order according to general categories.

-Learns the left-to-right, top-to-bottom arrangement of books on shelves

-Recognizes the general significance of alphabetical order in library arrangement

-Recognizes the call number as a location symbol and interprets its component parts with understanding.

-Uses the call number to locate books and to return them to their proper places on the shelves.

-Can identify tne shelf labels and is familiar with their arrangement and purpose.

-Uses shelf labels to locate materials in all sections of the library.

-Learns that all fiction books are shelved alphabetically by the last name of the author.

-Learns that all fiction books by the same author are shelved alphabetically by title.

-Learns that nonfiction books are arranged by subject according to the Dewey Decimal Sysgem of classification.

- Is introduced to the major divisions of theDewey Decimal System.

-Learns the location of special sections: folklore, poetry, biography.

-Understands the differences in classification and arrangement of fiction and nonfiction

EXPLORING LITERATURE -- LIBRARY STYLE

The literature program as presented in the library aims at developing attitudes and learnings to guide pupils toward the enjoyment, appreciation and understanding of children's literature.

I. ENJOYING BOOKS

The pupil:

-Develops a favorable attitude toward books and reading
-Observes, discusses and enjoys book illustrations.
-Enjoys reading books of his own choosing from the library table.
-Selects and reads a variety of books.
-Talks about the books he has read.
-Knows what the Caldecott Award means.
-Discusses impressions or details of good illustrations.
-Learns to appreciate books as a source of pleasure and information.
-Listens to and reads an increasing amount of quality literature.
-Develops an appreciation of literature through listening to good prose and poetry.
-Knows the background of the Newberry Award.
-Becomes familiar with award-winning books.
-Becomes acquainted with the work of some of the outstanding authors and illustrators of children's books.
--Develops an appreciation of authorship.

II. RECOGNIZING LITERARY FORMS

-Fiction
-Nonfiction
-Poetry
-Folklore
-Fantasy
-Biography
-Historical fiction
-Realistic fiction

III. RECOGNIZING LITERARY STYLES

The pupil:

-Recognizes appropriateness of style for purpose, character and total effect.
-Recognizes quality of description.
-Recognizes originality in use of language.
-Recognizes the usual writing style of particular authors.

IV. READING FOR INFORMATION

The pupil:

-Compares and contrasts related materials on a single subject.
-Applies previously learned reference and study skills to explore specific subject matter.
-Uses fiction and nonfiction to extend knowledge and understanding of curriculum-related learnings.
-Develops greater understanding of abstract concepts through the verbal and visual imagery in library books.

V. DEVELOPING A THEME

The pupil:

-Compares and contrasts several literary works that have a common theme.
-Interprets universal human experiences as they are presented in a variety of books to gain a better understanding of himself and others.
-Becomes more aware that the world of books is a reflection of the real world.
-Develops an awareness of both the universal and unique qualities of himself and his world.
-Begins to recognize that a theme is the central purpose of key idea of a literary work.

SUMMARY ORDER FORM
Reading Systems

TO: Area ____ Superintendent Date _____

FROM: _____ _____
School Principal's Signature

SUBJECT: REQUEST FOR READING SYSTEM(S)

Our School Preferred Reading Program is composed of the following reading systems:

1. _____ _____ _____
Grade(s) Name of Reading System Publisher

Cost: _____ _____ _____ _____
1973-1974 1974-1975 1975-1976 Total Cost

2. _____ _____ _____
Grade(s) Name of Reading System Publisher

Cost: _____ _____ _____ _____
1973-1974 1974-1975 1975-1976 Total Cost

3. _____ _____ _____
Grade(s) Name of Reading System Publisher

Cost: _____ _____ _____ _____
1973-1974 1974-1975 1975-1976 Total Cost

4. _____ _____ _____
Grade(s) Name of Reading System Publisher

Cost: _____ _____ _____ _____
1973-1974 1974-1975 1975-1976 Total Cost

Total Cost of School Preferred Reading Program _____

111TH STREET SCHOOL

Safety Monitoring

Philosophy

Safety education should assist pupils in developing habits of safe conduct that will contribute to their welfare at school and elsewhere.

Through the safety program, we hope to help children learn to recognize and avoid hazards and to be concerned for the safety of other pupils.

Objectives

-To understand and appreciate the importance of personal safety and accidents.
-To develop an attitude of concern for personal safety and for the safety and rights of other pupils.
-To develop self-control and habits in working, traveling, and playing which contribute to their own safety and the safety of other children.
-To develop an attitude of alertness in the recognition of safety and fire hazards and a willingness to report them to facilitate their safe removal.
-To develop a knowledge of emergency procedures which are used in the school.
-To develop self-discipline within each pupil.
-To recognize, report, or correct hazards or unsafe practices on school campus.

G.E. Estes, Sr., Sponsor

111TH STREET SCHOOL

PLAN FOR WORKSHOPS

AND IN-SERVICE MEETINGS

Date	Description of Activity	Objective	Person Responsible
9/17/73 THRU 9/21/73	Needs Assessment Knowledge: Categorical Aid Programs Guidelines Implementation; and Evaluation Procedures	Provide background information concerning compensatory programs and evaluation	Math Specialist Temp Advisors
9/24/73 THRU 9/28/73	Scheme for Management; Monitoring Procedures; Learning Theories; Stull Act; Volunteer Aides	Process, progress & product evaluation; Utilization of tutoring services	Principal Vice-President
10/1/73 THRU 10/31/73	Techniques for: Documentation Recording, Baseline Testing and Crossage Tutoring	Familiarize staff with monitoring objectives	Principal Temp Advisors
11/5/73 11/6/73 11/7/73 11/20/73 1/28/74	Teaching Strategies and Tactics Workshop (Croft) Systems Approach to Develop Comprehension skills	Improve teaching competency	ICE, Wisconsin Temp Advisors Reading Resources
12/11/74	Teaching Strategies	Same as above	Principal Temp Advisors
1/21/74	Mid-Point Evaluation, Modification of Implementation Tactics	Continuous evaluation results recycle objectives	Staff

111TH STREET SCHOOL

STAFF WORKSHOPS AND MEETINGS
September 18 - October 3, 1973
1:30 p.m. - 3:30 p.m.

DATE	OBJECTIVE	ACTIVITY	PERSON RESPONSIBLE	EVALUATION SPECIFICATIONS FOR OBJECTIVES
9/19/73	Priority # 3 Needs Assessment	Parent and Staff Meeting Establish new priorities; confirm established	J. Gilchrist, Math Sp. J. Cooper, Consultant L. Douglass, Consult. G. O'Neal, Consultant D. Lawson, Vice-Princ.	Observation Attendance report Participation factor
9/20/73	Priority # 2, Knowledge of special categorical aid programs...Guidelines, Implementation, and evaluation procedures	Unit Meetings Early Childhood-Grades K-3 Title I - Grades 4-6	L. Flournoy, Princ. D. Lawson, Vice-Prin.	Pre and Post Assessment
9/21/73	Priority # 3, Diagnostic Testing Placement Tests Student Profiles	Unit Meetings	J. Cooper, Unit Leader L. Douglass, Unit Leader G. O'Neal, Unit Leader	Check List Tasks Completed
9/24/73	Priority # 1 Scheme for Multi-age Grouping Process Objectives Institutional Objectives Psychomotor Domain-package	Parents and Staff Meeting	L. Flournoy D. Lawson	Documentation Forms Performance Checklists

DATE	OBJECTIVE	ACTIVITY	PERSON RESPONSIBLE	EVALUATION
9/25/73	Priority # 1 Implementation Multi-age Grouping Objectives Evaluation process	Unit Meetings	J. Cooper, Unit Leader L. Douglass, Unit Leader G. O'Neal, Unit Leader	Checklist Tasks Completed
9/26/73	Priority # 1 Teacher Profile Implementation Teacher Resource File Supportive Materials	Unit Workshops	J. Craft, Reading Sp. T. Haynes, " " B. Melton, " " J. Thomas, " " A. Joseph, " "	Checklist Tasks Completed
	Priority # 1 Community Profile Knowledge: Categorical Aid Programs Educational goals & Objectives Management System	Parent Involvement Workshop	L. Flournoy, Principal	Questionnaire Completed
9/27/73	Priority # 1 Stull Bill Affective Domain Package Administrative Organization Structure Role Responsibilities Support Services: Health Counseling P.S.A.	Staff Meeting	L. Flournoy, Principal D. Lawson, Vice-Prin. L. Flournoy Nurse H. Boyd, Counselor	Observation Attendance Report Participation factor
9/28/73	Priority # 1 Arrange instructional Environment	Staff works in Individual Rooms	Individual Staff Personnel	Principal's Log

111TH STREET SCHOOL

Process Objectives

Whereas a performance objective was described as an operational or measurable statement of a learner goal, a process objective can be described as an operational or measurable statement of an activity goal.

A process objective contains four elements:

1) Specification of the individual or group responsible for implementing and carrying out a given activity.

2) Description of the activity whose accomplishment increases the probability of reaching a performance objective.

3) Specification of the time factors operating in the completion of the activity.

4) Description of the documentation that will result upon completion of the activity.

The required four elements identified are:

1) Person Responsible----------(e.g.) Consultant

2) Activity----------Demonstrate Teaching Strategies for each unit.

3) Time Factor----------By October 29, 1973

4) Documentation-------Copy of schedule, attendance, progress evaluation on file in principal's office.

Three major types of Process Objectives can be categorized as:

1. Administrative Process Objectives for Administrators

2. Support Process Objectives

Example: First, Second, and Third grade pupils identified on basis of Standardized Reading Achievement Test, at or below Quartile 1 (25 percentile), will increase by April 15, 1973.

Measurement: Student profiles . . . Criterion Reference Tests . . . . May State Mandated Test.

3. Instructional Process Objectives

Example: Reading Skills workships will be conducted for all teachers, grades 4 - 6, prior to October 4, 1973, and monthly during the 1973 school year, as evidenced by a report of workshop documentation on file in the principal's office.

Measurement: Workship Attitude Checklist as evidenced by teacher's positive response by selecting "strongly agree" or "agree" categories for 75% of the items on the Workship and/or Staff Development Attitude Checklist.

Resource Personnel

Determine Activities with:

1) Teacher

2) Principal

3) Parents

4) Materials

5) Organization

6) Pupils

Documentation of the activity upon its completion

1) Written Reports

2) Files

3) Monitoring forms

4) Checklists

5) Letters

6) Agendas

7) Others

111TH STREET SCHOOL
ORGANIZATIONS AND CLUBS

1. School-Community Advisory Council- A group of elected representatives of parents, community members, school support groups, faculty, classified employees and students, who participate in the school decision making process and provide planning, evaluation, communication and support for school programs.
2. Faculty Club- A liaison group between staff and principal and between staff and district. Faculty chairperson has decision-making role as reviewer of school program goals and objectives. Social activities are a major function of the group.
3. Instructional Improvement Committee- A faculty-parent-aide group which meets weekly to develop plans and implement (with administrative approval) new staff development, instructional practices, operations, and home-school strategies.
4. Parent Volunteers- An association of parents who participate in the Parent Volunteer program; primary function is to improve the effectiveness of parent involvement in the classroom.
5. Education Aides- An association of aides with a faculty advisor; a major function of this group is staff development, most often working with the school staff. On occasion, the group's own Education Aides Director provides in-service directly.
6. Tutorial Club- A group of sixth grade students, with a staff advisor, supporting the tutorial component (cross-age, student-to-student tutoring) of the program.

7. Other School Groups

Parent Teachers Association

Student Council

Safety Council

Boy Scouts

Building Committee (Parents and Staff)

Cafeteria Committee (Parents, Staff, Students)

ONE HUNDRED ELEVENTH STREET SCHOOL

FACULTY CLUB

(Preamble)

We the members of the 111th Street School Faculty Club, in order to form a more perfect and harmonious union of its members, do ordain and establish the following constitution and by-laws for the club.

ARTICLE I (Name)

This club shall be known as the 111th Street School Faculty Club; and shall function during the school year.

ARTICLE II (Membership)

Membership shall consist of all certified and classified personnel of the 111th Street School who pay assessed dues.

ARTICLE III (Officers)

Section 1 The club shall have the following officers, elected to serve one (1) year: President, Vice-President, Recording Secretary, and Financial Secretary.

Section 2 (Duties of the President). It shall be the duty of the president to preside at all meetings of the club, to appoint all committees whose appointments are not otherwise provided for herein, including the chairperson, and to perform all the duties usually pertaining to his office. The past President shall be a member of the executive committee.

Section 3 (Duties of the Vice-President). In the absence or disability of the president, the vice-president shall perform all the duties of the president and shall perform such other duties as the executive committee of the Faculty Club may assign.

Section 4 (Duties of the Recording Secretary). It shall be the duty of the recording secretary to keep and maintain all records of the Club; and record the proceedings of the meetings of the Club, and of the executive committee, and a record of all matters shall be ordered by the Club, the executive committee, or the president. He shall be the official custodian of the seal of the Club and shall attest to all official documents of the Club. He shall give notice of all meetings. His books shall, at all times, be open to inspection by the members. Notification of executive meetings should be posted in order for all to attend who desire.

Article III (officers) cont.

Section 5 (Duties of the Financial Secretary). The financial secretary shall receive all funds of the Club; he shall keep regular accounts in books belonging to the Club, which shall be open to inspection by members in good standing. He shall deposit funds of the Club in a legal depository which shall be approved by the executive committee. He shall make a monthly report to the executive committee of all financial transactions. He shall give a financial report to each member of the Club each semester. Said report shall be signed by the financial secretary and countersigned by the president or the vice-president.

ARTICLE IV (Standing committees)

Section 1 All committee chairpersons shall be expected to attend all regular executive meetings.

Section 1a All standing committees shall submit reports at executive meetings during interim periods; with the approval of the president such necessary finds or reports will be presented to the general faculty by the chairperson of said committee.

Section 2 Executive Committee. There shall be an executive committee composed of the president, vice-president, financial secretary, and one representative from each grade level. When there are two or more sessions there shall be one representative from each grade level at each session. There shall also be one representative from the classified.

Section 3 Duties of the Executive Committee. It shall be the duty of the executive committee to submit to the general membership a proposed annual budget for the ensuing year. The executive committee shall recommend in writing all disbursements of monies. Other committees (temporary) may be formed by the executive committee. They shall elect a social committee at the last executive meeting of the year.

Section 4 Social Committee. The social committee shall be appointed by the executive committee. A budget allowance of $50 (fifty) per semester will be given at the beginning of the new year to cover such expenditures as gifts, flowers, etc. . . A financial report of expenditures shall be given at each executive committee meeting with receipts. At the last executive committee meeting of the year, a suggested budget for the new year should be submitted.

ARTICLE IV (Standing Committees) cont.

b. The planning and execution of all social affairs held on school premises and/or involving faculty funds shall be submitted and approved by the Faculty Club.

c. To plan other social activities or give gifts as directed by the executive committee.

Section 5 Other candidates may be nominated on a petition to the recording secretary prior to the deadline for nominations. The petitions shall have the written signatures of at least fifteen percent (15%) of the general membership. The recording secretary shall notify the general membership of the club of all candidates nominated prior to the time of balloting and shall distribute to all members a ballot containing the names of candidates as submitted. All balloting and tabulation of votes must be completed before the end of May.

ARTICLE V (Revenue)

Section 1 The revenue of the club shall consist of the following:
(a) Semester or yearly dues
(b) Assessments

Section 2 Dues. The dues of the club shall be five dollars ($5.00) a year or two dollars and fifty cents ($2.50) a semester which shall be spent for the Christmas party and the annual end of the year affair. The dues shall also be spent for other miscellaneous obligations such as: Staff illnesses, weddings births, and deaths.

Section 3 Payment of dues. The first semester's dues shall be due and payable on or before ten (10) days after the second pay check. The second semester's dues shall be due and payable on or before March 31st of the second semester. Penalty of 25¢ shall be due and payable after the above stated dates.

Section 4 Assessments.
a. All assessments shall be binding to all members and the executive committee shall determine the amount of all assessments, which shall be ratified or approved by a majority of the general membership.

b. The planning and execution of all social affairs held on school premises and/or involving faculty funds shall first be submitted to and approved by the Faculty Club.

ARTICLE VI (General Provisions)

Section 1 All officers of the club shall be elected by ballot before the end of May.

a. All officers of the club shall be installed at the last faculty meeting at which time all books and records shall be turned over to the officers installed.

ARTICLE VII (General Provisions for Constitution changes and adding new amendments)

Section 1 Ratification of the constitution and new amendments shall necessitate a two-thirds (2/3) majority of the Faculty Club membership.

Section 2 A new amendment can only be presented to the faculty for change, amendment wise to the consitution, at the last faculty meeting of the year.

Section 3 A proposed amendment change can be voted upon after a written copy of the proposed amendment has been given to each member of the club one week prior to regular meeting.

Section 4 The general constitution can be changed on alternate years only.

Section 5 The representative of the sponsoring organization is to attend the affairs sponsored by organizations. If two persons are to attend, the second person is to be elected by the faculty.

a. Representatives of the organization should have parking fees paid, if so incurred while attending meetings. (10/27/59)

Chapter 7 - School-Community Advisory Councils

Board Rule

School-Community Advisory Councils

1370. The Board of Education in conformance with its policy approving School-Community Advisory Councils directs the principal of each elementary and secondary school to cooperate with the school staff, parents other community representatives, and students (secondary schools) to establish and provide for the operation of a School-Community Advisory Council.

Purpose. The School-Community Advisory Council shall participate in decision making by advising the principal in matters pertaining to the local school and its educational program. The council is a resource to the school and to the principal who remains responsible for decisions which are necessary to the administration and supervision of the school. The term advising is intended to mean: (1) inquiring; (2) informing; (3) suggesting; (4) recommending; and (5) evaluating.

Functions. Advisory council functions shall include but shall not be limited to:

a. Participating in the decision making process through involvement in the assessment of educational needs, the establishment of priorities, the planning of the educational program and budget resources for it, the definition of goals, and the evaluation of the school and its academic effectiveness.

b. Facilitating school communication with parents and community.

c. Informing and advising school staff regarding community conditions, aspirations and goals.

d. Assisting in providing support to parents, teachers, students and community for school programs.

Definitions. A school support group is defined as any group identifying with an individual school for the purpose of assistance to public education in general and the school with which the council is affiliated in particular, or for the purpose of school-community contact or joint activity, and which has been in existence for at least 2 years prior to the date of the annual election and has held meetings at least quarterly during the period of its existence.

Board Rule

A community member is defined as an adult who is neither a regular day-school student, nor a parent, a member of the faculty, administration, nor classified staff of the school with which the Council is affiliated, and who resides or spends the major portion of each work day within the attendance area of the school.

A parent shall be defined as any adult who is the natural parent, legal guardian or other person who has the primary responsibility for the maintenance and welfare of the child attending the school and who is not a member of the school staff.

Representation. To provide for a majority of parent representatives on councils, at least 51% of each council's membership shall be elected parents of pupils attending the local school, and to insure that representation is provided for students participating in the Permits With Transportation Program (PWT) an opportunity shall be provided for a representative of parents of these students to become members of the council.

In addition to parents, the membership of the council shall be composed of representatives of the general community within the school service area, at least one representative from school support groups, and at least one elected representative from the faculty, at least one elected representative of the classified employees, and, for secondary schools, at least one student representative from each grade level nominated and elected by students from the grade level represented. If a council decides to include more student representatives than there are grades in the school, the additional student representatives may be elected at large by the entire student body.

Each representative shall be a member of the group from which he is elected, and, for purposes of determining council composition, shall be considered as a representative of only the group which has elected him.

Any of the foregoing groups may decline to participate. However, councils and principals should take reasonable steps to encourage participation by all groups.

Board Rule

A council may make provision in its by-laws for the appointment by the council of additional members in order to achieve broad representation and balance. The principal may recommend appointments to the council for its consideration.

Councils shall be composed of no fewer than eleven members. The recommended maximum size is 25 members, but is not limited to 25 members.

Membership in one advisory council at each school level shall be permitted. A parent who resides in the service area of a school other than the school attended by his child, and a parent who resides in an attendance area served by two or more schools of the same grade level, may not serve as a member of the advisory council at more than one school of the same level, except that such multiple membership is permissible if the child is temporarily attending a school serving an area other than that of the parent's residence for a period of one year or less.

Persons who are candidates and/or voters at an election shall declare their status as a member of, or candidate from, one of the groups described above. A person holding status in more than one group may vote in the election conducted by each group of which the person is a member, and may be elected as a representative from any such group. However, a person may represent only one group on the council, and any person who declares his status as a parent and any person who is a school staff member may not vote at an election for community members and may not be elected to represent the community. Persons declaring themselves as community members may not vote for, or be elected as, parent representatives.

Parents and members of the community who are either elected or appointed to the advisory council shall have no special eligibility requirements other than the requirement that they live or spend the major portion of their work day within the attendance boundaries of the school. (Amended 11-9-72)

Administrative Regulations

1370-1. Elections. Elections by groups other than parent and community members shall be conducted annually pursuant to democratic procedures and at times and places selected by such groups.

Election of parent, community, faculty, classified personnel, and student representatives shall be held annually on the fourth Wednesday in October. The election process shall be conducted in a manner which shall insure the widest possible parent participation. Adequate notice of all election procedures shall be disseminated to the school and community. Such notice shall include, but not be limited to, written notices provided to school staff and to students for reference to parents, and community newspaper notices.

The nomination of parent and community representatives shall be submitted to the council at least two weeks prior to the annual election. Councils may provide for the submission of nominations by mail or at a regular meeting. Public notice stating the purpose and time of the meeting at which nominations will be received shall be given at least two weeks prior to such meeting using all reasonable means of communication, including, but not limited to, written notices to parents to be delivered by students and community newspaper notices. The nomination procedure shall be determined by each group and shall be fair and democratic. If a group is unable to provide a nomination procedure, then the council may do so.

Councils may determine to conduct elections at an open meeting or by secret ballot at one or more polling places at the local school. If a secret ballot is used, the polling places shall be open from 8:00 a.m. to 7:00 p.m. and shall be supervised by one or more election officials elected from the council by majority vote of the council. Each ballot shall be cast for a separate nominee and cumulative voting shall not be permitted. Those nominees receiving the greatest number of votes shall be declared elected at the next public meeting of the council.

Term of Office. It is recommended that the term of office for each elected council member shall be two years. A plan for staggering the terms of office should be provided for in the bylaws of each council.

Election of Officers. Election of new advisory council officers shall take place as soon as reasonable feasible following the completion of the election of all representatives. Officers shall take office immediately after their election. Vacancies may be filled at any regular or special meeting.

Any voting member of the council is eligible to be an officer of the council.

Administrative Regulations

1370-2. Meetings. To assure open public meetings, the following requirements* shall be met:

a. All meetings shall be held within the geographical boundaries of the school which the council represents. Meetings held at locations other than at the school must be decided by a majority vote of the council at a regular meeting.

b. All meetings shall be open and public and shall not require registration or other conditions precedent to attendance.

c. Public notice of the regular meetings and the proposed agenda must be distributed in a manner that will assure that the community is informed of these scheduled meetings at least five days in advance of the date of the meeting.

d. Special meetings may be held when requested by a majority of the membership of a council, or in emergencies when called by the chairperson, and shall be announced publicly. Notice and the agenda of special meetings shall be mailed or delivered personally to each person who has made a written request for such a notice at least 24 hours prior to the meeting.

e. In the event that a meeting of a council is willfully interrupted in a manner that prevents the orderly conduct of the meeting, the chairperson may order the meeting room cleared and may continue in session. Only matters appearing on the agenda may be considered in such a session.

1370-3. By-laws. By-laws established by councils shall conform to the intent of Board Rule 1370 and these Administrative Regulations.

1370-4. Rules of Operation. Each council shall establish its own rules regarding the time, place and frequency of meetings, and the means of publicizing its actions. A quorum shall consist of at least 51% of the total elected membership of the council. No fewer than six meetings shall be held in a school year.

*See the Ralph M. Brown Act. Government Code Sections 54950 through 54961

Administrative Regulations

The principal shall be an ex-officio non-voting member of the council and will represent a resource to the council by providing information regarding the local school educational program. Should a School-Community Advisory Council submit suggestions and recommendations, in writing, to the principal, he shall respond in writing.

Decision making in areas not limited by the State Education Code, Rules of the State Board of Education, other law, or Board Rules and Regulations of the Los Angeles Unified School District may be mutually identified by the principal and the School-Community Advisory Council. Each advisory council shall function primarily in relation to the local school. This rule shall not prohibit articulation between school levels in a cluster or complex.

1370-5. Assessment. To assure periodic assessment of councils, provision shall be made by each council to provide for school and general community participation in evaluation of council operations and effectiveness. In addition, the District will conduct surveys to evaluate the functioning of councils.

1370-6. Staff Development. In-service training programs for councils shall be the responsibility of the Area Superintendent who will solicit the suggestions and support of principals, advisory council members, and the District Staff Development Office.

1370-7. Mediation of Disputes. (See separate document)

1370-8. Title I Schools. Title I councils shall be included under the provisions of Board Rule 1370 in all areas in which no legal conflict exists regarding Title I regulations.

1370-9. Compliance. All councils shall comply with the above regulations, with the exception of new elections, prior to the conclusion of the current school year. New councils formed after the adoption of this rule shall adopt By-Laws that conform to this rule. Councils which have adopted By-Laws prior to the effective date of this rule shall bring those By-Laws into conformance with this rule before the last council meeting of the 1972-73 school year.

The principal of each school shall ensure that Board Rule 1370 and the above regulations are implemented.

111TH STREET SCHOOL
LOS ANGELES, CALIFORNIA

Advisory Council
Agenda

10/16/73

1.	Call to order	Mrs. Fay Jones
2.	Pledge of Allegiance	
3.	Welcome	
4.	Reading of the Minutes	Mrs. Brunkley
5.	Parent Volunteers	Mrs. Flournoy
6.	Education Aide Screening	Mr. Lawson
7.	Irregular School Day	Mr. Lawson Mr. Gilchrist
8.	Capital School Property	Mr. Lawson
9.	Improvements	Mr. Lawson
10.	Halloween	Mrs. Jones
11.	Old Business	
12.	New Business	
13.	Meeting Adjourn	

(Next Meeting will be held
November 27, 1973)

111TH STREET SCHOOL
LOS ANGELES, CALIFORNIA

Advisory Council
Minutes

September, 1973

The meeting was called to order by Mrs. Sherman. The last minutes were read by Mrs. Bunkley.

The Pledge of Allegiance was also conducted by Mrs. Sherman.

Mrs. Chamberline was elected Program Chairman since the previously elected officer could not be contacted. Mrs. Flournoy stated that the council needed a new Vice-Chairperson, since Mrs. Dorothy Griffin has moved out of the area. Mrs. Flournoy further stated that letters would be mailed to the council members informing them of the coming election.

A new view of the Parent Involvements in the staff development program was presented by Mr. Williams, the faculty representative. Mrs. Flournoy went into greater detail in describing the different aspects of the Early Childhood program at 111th Street School.

Mrs. Sherry Oden, a student teacher from California State University, Dominguez Hills was introduced by Mrs. Flournoy. Mrs. Oden expressed a desire to work with the Advisory Council. The council welcomes any assistance Mrs. Oden has to offer.

Mrs. Sherman discussed the progress of the adult class that is to be formed at the school. The subject area the parents decided on was child-growth and development. Mrs. Flournoy went on to say that enough parents had signed up for the course. Mrs. Bunkley agreed to contact these parents and inform them of the meeting dates.

Rockerfellow Grant:

Mrs. Flournoy informed the parents that the money from the Rockerfellow Grant would be awarded to each individual school. Mrs. Flournoy recommended that the parents think of ways in which this money could be spent.

Capital Improvement:

Mrs. Flournoy explained Capital Improvement and how the parents were to participate. It was pointed out that improvements such as painting, carpeting, building maintenance would all be considered. More information on this would be coming.

The sum of $300.00 is available for parent involvement. It was agreed that this money be spent on paying the parents a small stipend to come to the school and be inserviced on how the educational program works at 111th Street School.

Mrs. Robinson, a parent, stated that she had a concern involving the older boys and girls in the community. The safety of the boys and girls is at stake. It was suggested that the parents organize and work out a plan that would help in ending the gang activity in the community.

Mrs. Flournoy stated the community liaison person Mrs. Dunnigan will meet with the concerned parents on plan strategy to resolve this problem.

The meeting was adjourned at 7:00.

Joint Committee Meeting:

The restructuring of the District Advisory Committee was discussed but not resolved. The representative will report when more information is available.

INSTRUCTIONAL IMPROVEMENT COMMITTEE

PLAN FOR 1973-74

The members of the IIC will cooperatively plan and coordinate program strategies relating to instruction, teacher-education and research and development programs by developing, implementing, monitoring and evaluating specific staff development activities, operational procedures, instructional programming practices and home-school strategies.

STAFF DEVELOPMENT ACTIVITIES

The IIC will plan for the pre-service and inservice education activities for building personnel by:

1. Formulating and implementing a building-wide staff development program.

Activities	Projected Achievement Date	Date Objective Achieved
- plan staff development program around assessed needs of staff	_____	_____
plan for the use of pre-service time and topics	_____	_____
- plan for the use of inservice time and topics	_____	_____
- provide model for the training of professionals and paraprofessionals who join the staff.	_____	_____

2. Evaluating the inservice program for each major inservice event.

Activities	Projected Achievement Date	Date Objective Achieved
- prepare goals and objectives for each unit	_____	_____
- devise evaluation instruments	_____	_____
- devise plans for coordinating and ensuring staff follow-through efforts	_____	_____

OPERATIONAL PROCEDURES

The IIC will interpret and implement building, systemwide and statewide policies that affect the educational program.

Activities	Projected Achievement Date	Date Objective Achieved
- explain the design and functions of decision-making team structures (Superintendent, Principal, IIC I & R Units, etc.) to all local school personnel	_____	_____
- devise format for establishing and maintaining accountability processes for: 1. students 2. staff teachers 3. unit leaders 4. resource teachers	_____	_____
- devise plan for providing direct communication between Principal Unit leaders, Staff teachers, Parents and others	_____	_____
- define roles and responsibilities of all members of the instructional team (local school and non-local)	_____	_____
- prepare process objectives and time-line for all tasks related to program implementation and evaluation (administrative management)	_____	_____
- devise organizational plan or schedule managing the use of facilities, time, material, etc. that Units do not manage independently.	_____	_____

INSTRUCTIONAL PROGRAMMING

The IIC will outline the educational program for the entire building.

Activities	Projected Achievement Date	Date Objective Achieved
- specify general goals of the program	_____	_____
- conduct needs assessment in all components of the program	_____	_____
- state educational objectives of the program	_____	_____
- identify/develop program evaluation instruments	_____	_____
- specify terminal performance objectives	_____	_____
- identify/develop appropriate criterion-references tests and sets of behavioral objectives related to the general objectives	_____	_____
- review plans for each I & R Unit relating to program implementation	_____	_____
- secure consultant assistance where necessary to identify instruments and procedures to aid staff in assessing each child in terms of: (1) level of motivation, (2) learning style, (3) interests and attitudes, (4) special problems	_____	_____
- identify/develop procedures for keeping records of individual student progress	_____	_____
- obtain consultant help as necessary to identify instructional materials and procedures to assist staff in program development	_____	_____

Activities	Projected Achievement Date	Date Objective Achieved
- devise plan for implementing the planned program in her unit	_____	_____
- identify a range or subset of instructional objectives for the student population of the unit	_____	_____
- identify/devise a method or methods of assessing student (1) level of achievement (2) motivational level (3) learning style (4) interests and attitudes (5) special problems	_____	_____
- develop time blocks for program implementation to include preassessment and duration of time	_____	_____
- identify/develop criterion-referenced tests related to instructional objectives chosen for unit	_____	_____
- develop strategies for assigning students to multi-age teaching groups (not to exceed 150) and assigning staff members to groups formed	_____	_____
- assume leadership in planning the development activities of the unit (1) identify/write instructional objectives (2) identify/develop assessment instruments (3) key material to objectives (4) evaluate pupil performance	_____	_____
- conduct an assessment of material needs including tests to carry out plans	_____	_____

Activities	Projected Achievement Date	Date Objective Achieved
- organize, code and manage multi-media materials for teachers, aides and students	_____	_____
- analyze and record test results for unit	_____	_____
- plan alternative assignments for those students who did not attain objective	_____	_____
- set up laboratories as alternative learning stations	_____	_____
- provide a system of classroom management whereby students may rotate from one learning station to another	_____	_____

b. Providing leadership in organizing and implementing staff development for teachers and aides.

- organize workshops for the development of learning-instructional kits for teaching and evaluating each performance objective	_____	_____
- plan inservice activities for (1) interpreting criterion measures achievement test data and programming pupils for blocks of teaching time	_____	_____
(2) application of learning theories motivation, learning styles, reinforcement and participation ratio	_____	_____
- plan inservice activities for (3) recording and maintaining individual and group profiles	_____	_____
(4) use of prescriptive materials and multi-media devices	_____	_____
(5) group management	_____	_____

c. Identifying and developing instructional and evaluation materials.

Activities	Projected Achievement Date	Date Objective Achieved
- design methods of introducing new instructional materials, measurement and evaluation tools and procedures and instructional methods	_____	_____
- prepare instructional materials diagnostic procedures, measurement instruments	_____	_____
- provide materials and techniques to assist in the transfer and student application of basic skills	_____	_____

d. Upgrading the competency level of pupils and teachers

- identify students at 25th percentile for double reinforcement of skills	_____	_____
- develop plan for monitoring student progress and placement in appropriate activities	_____	_____
- perform classroom demonstrations utilizing new and innovative teaching strategies	_____	_____
- establish method of diffusing promising practices within and between units and throughout the district	_____	_____
- devise method of stimulating the development of new instructional methods, techniques and materials	_____	_____
- plan research activities with unit members	_____	_____
- provide management schedule for the utilization of space, time material, equipment and learning stations within the unit and outside the unit	_____	_____

Activities	Projected Achievement Date	Date Objective Achieved
- plan strategies for the most profitable utilization of instructional aides and teaching interns in instructional units	_____	_____
- chair meetings for unit staff meetings for purposes of planning teaching strategies, enhancing understanding and direction of program	_____	_____
- devise/identify procedure for referring problem cases to proper personnel	_____	_____

e. Performing liaison functions between instructional units, Principal, Consultants, Parents and others.

- plan conference time for parents and teachers	_____	_____
- develop management plan to implement parent volunteer program	_____	_____
- design method for reporting pupil progress to		
(1) students (2) parents (3) I & R units (4) Others	_____	_____
- plan method for maintining system of communication and 'feedback' between		
(1) Unit staff and Principal (2) School and parents (3) Others (Resource, etc.)	_____	_____

Activities	Projected Achievement Date	Date Objective Achieved
5. Each unit leader will serve as a teacher in the unit from 50% - 80% of her time thus lowering the teaching norm of the regular teaching unit.		
-provide direct instruction to students of various sizes in teaming situations with the teacher.	_____	_____
-provide laboaratory experience using a variety of materials, group sizes and learning stations	_____	_____
-provide instruction to large groups for the purpose of providing teachers with time to plan and review.	_____	_____

ONE HUNDRED AND ELEVENTH STREET SCHOOL

October 18, 1973

Dear Parents:

Your child _____ has been selected to participate in a computer-assisted program in mathematics and language arts in Markham Jr. High School. The classes will be held each Tuesday and Thursday from 11:40 a.m. to 12:10 p.m.

The purpose of this program is to raise the achievement level of the students involved and to assist them in making the transition from 6th to 7th grade.

Parent participation is part of this program. A parent meeting has been scheduled for Thursday, October 25 at 10:00 a.m. At this meetin you will receive detailed information concerning the program.

Please indicate your child's acceptance into the program and return the tear-off portion of this letter to the school office.

☐ I would like my child _____ placed in the computer-assisted program. I will attend the meeting.

☐ I would not like my child _____ placed in this program.

111TH STREET SCHOOL

PARENT VOLUNTEER PROGRAM

GENERAL PLAN

I. RECRUITMENT OF VOLUNTEERS

- A. LETTER TO PARENTS
- B. TELEPHONE CONTACT
- C. HOME VISITS
- D. CURRENT VOLUNTEERS

II. ORIENTATION FOR VOLUNTEERS

- A. DISTRICT ORIENTATION
- B. SCHOOL ORIENTATION
- C. TEACHER ORIENTATION ON USE OF VOLUNTEERS

III. SCHEDULING OF VOLUNTEERS

- A. NUMBER OF DAYS
- B. NUMBER OF HOURS

IV. MAJOR ACTIVITIES

- A. INSTRUCTIONAL ACTIVITIES UNDER TEACHER SUPERVISION
- B. UNIT MEETINGS
- C. STAFF MEETINGS
- D. IN-SERVICE
- E. PARENT EDUCATION CLASS

V. EVALUATION PROCEDURE

- A. TEACHER LOG - PARENT LOG
- B. QUESTIONNAIRE
- C. CHECK LIST

111th Street School
November 5, 1973

Dear Parents,

We are very happy that one school can do something for our boys and girls who need extra help. Adult volunteers, under the supervision of the child's classroom teacher, will be working with individual children and strengthening classroom instruction.

You are needed at 111th Street School to assist the teacher in helping boys and girls to become better students. People make the difference and what a difference you will make.

There will be a school volunteer meeting Wednesday, November 7, 1973, at 10:00 a.m. at 111th Street School to acquaint you with the school volunteer program.

Refreshments will be served
Hope to see you there.

Sincerely yours,

Lorene M. Bradley,
Parent Volunteer Chairman

Jerry Gilchrist,
Faculty Chairman

Lovelia Flournoy,
Principal

Tear-Off

Name _____ Address _____

Child's Name _____ Room No. _____

Telephone No. _____

I will be able to attend the meeting _____ yes _____ no

I will participate in the school volunteer program _____ yes _____ no

Check List to Accompany Recruitment Letter

I would like to:

_____ Assist in the classroom.

_____ Work with small groups of children.

_____ Work with an individual child.

_____ Work in the library.

_____ Assist in safety patrols.

_____ Make posters and displays.

_____ Help with clerical chores.

_____ Prepare instructional materials.

_____ Act as a resource person in Science.

_____ Speak to classes on my Speciality, which is _____.

_____ Help on the playground.

_____ _____ _____

Name Address Phone

Day or Days I can help:

Mon._____ Tues._____ Wed._____ Thurs._____ Fri._____

Hours I can help: _____ At School

_____ Others

111th Street School

Parent Volunteer Program

To be completed by Parent Volunteers

Date: _____

Please read each statement below and place a check mark in one area to answer each question as it applies to you.

	Very much	Somewhat	Not at all
1. Do you feel welcome and accepted in the school or the area to which you are assigned?			
2. Do you have active leadership and guidance from the teacher?			
3. Do you know what is expected of you?			
4. Do you have help in establishing relationships with children?			
5. Do you have the information you need to carry out your responsibilities?			
6. Are you busy and actively involved in the program?			
7. Do you feel that your contribution has been vital to the program?			

Comments _____

_____

_____

111th Street School
1630 East 111th Street
Los Angeles, Calif. 90059

May 7, 1973

Dear Parents:

This year, as in the past, we are asking your participation in planning the culmination activities for our sixth grade students.

We will have the first planning meeting this Thursday, May 10th, at 3:00 p,m. in the Faculty Lounge (Teachers' cafeteria).

Sixth grade teachers, and some students will meet with you in an effort to plan for meaningful and enjoyable final-week activities.

Please make every effort to attend the first meeting.

Please complete and return the tear-off with your child.

Sincerely,

Lovelia J. Flournoy
Principal

----------Tear-Off----------

RETURN TO TEACHER

I plan to attend. ☐

I am unable to attend ☐

I am unable to attend, but will be available for later participation. ☐

Name_____

Address_____

Telephone_____

111th Street School
1630 East 111th Street
Los Angeles, Calif. 90059

June 4, 1973

Dear Parents:

On May 11th a meeting of sixth grade teachers, parents and student representatives was held at school. The purpose was to make plans for the sixth grade culmination program and other student activities for the final week of school.

DRESS - Student dress for the culmination program was discussed at length. The recommendation was for students to wear the best clothes they already had. Parents are being encouraged not to add an extra expense.

Other recommendations were that girls:

1. not wear make-up.
2. not wear low-cut dress.
3. not wear unusually high heels.
4. not wear pants
5. not wear dresses that are too long.

We are fully aware that parents are responsible for their children's dress. These recommendations are made because we believe the girls should dress as girls and boys as boys.

ACTIVITIES - The following activities are planned for all sixth grade students. Parents are encouraged to participate in any or all of these activities.

Monday, June 11
Movie - Multi-Purpose room, 10:15 - 11:30
Autographs, - classroom, 12:30 - 1:30
Awards Assembly - Multi-purpose room, 1:30 - 3:00

Tuesday, June 12
Autographs - 12:30 - 1:30
Sports day - 1:30 - 3:00
Softball - Mothers vs. Girls
Basketball - Staff (men) vs. Boys

Wednesday, June 13
Culmination program - Multi-purpose room, 10:00 a.m.
Reception for Parents in classrooms, 12:30 - 1:30
Recreation time STUDENTS ONLY, 1:30 - 3:00

Thursday, June 14
Picnic - Irvine Park, 9:00 - 3:00

Lunch will be provided
Students are responsible for bringing money
for bicycle rentals.

Friday, June 15

Minimum Day for all students
Sixth grade students must be in attendance and in
their classrooms.

NOTE- We are requesting that students not bring cameras to school during this week. Last year many cameras were either taken or stolen from our students. Parents may bring cameras. 111th Street School will not be responsible for cameras

If you have any questions regarding the Culmination Activities please call the school between the hours of 8:00 - 4:30 p.m. 564-2545.

Sincerely,

Mr. Daniel R. Lawson,
Vice-President

Miss Lynda McNeal,
sixth grade chairman

Mrs. Lovelia Flournoy,
Principal

BLACK HISTORY WEEK

ACTIVITIES

9-16-71 Tuesday - ART

Tuesday will be devoted to the accomplishments of Black artists which will include work done by the pupils at 111th Street School.

Art work will be on display in the halls and auditorium.

Richard Wyatt Jr. will present his art show at 1:15 in the school auditorium.

All teachers are encouraged to take their class on a school tour to see the beautiful art work on display.

9-17-71 Wednesday - PERSONALITIES

Many television personalities and recording artists have been invited.

The invited guests include;

Fred Williamson - Julia Show
Don Marshall - Land of the Giants
Roosevelt Grier - Roosevelt Grier Show
The Young Hearts - Recording Artists
Sonny Chris - Jazz Musician
Washington High School Girls Drill Team
Marc Copage - Julia Show
O.J. Simpson - Buffalo Bills Football Team
Allen Crawlings - Buffalo Bills Football Team
One or two surprise guests

9-18-71 Thursday - CAREERS AND SPORTS

Several successful Black men from this community will meet with small groups of pupils in their classrooms.

They include:

Attorney Arnett Hartsfield
Dr. Fred Blackwell - General Hospital
Ray Stewart - Engineer, T R W
Willie Davis - Los Angeles Dodgers

Marv Kendricks, Frank Jones, and Jimmy Jones of the U.C.L.A. Football Team will show highlights of the 1970 Football Season.

9-19-71 Friday - YOUTH AND LAW ENFORCEMENT

The events of this day will include an Afro-Dance group from Manuel Arts High School and The Young Kids from Locke High School.

Ray Griffin, Los Angeles Police Department, will talk with some of the pupils about law enforcement.

BLACK HISTORY WEEK

SCHEDULE OF EVENTS

DAY	TIME	PLACE	GUEST AND EVENT	PUPILS
Tues.	1:10	Auditorium	Richard Wyatt Art Show	6th interested art students
Wed.	9:00	Yard	Washington High Girls' Drill Team	4th & 5th
Wed.	10:00	Classrooms	Roosevelt Grier	All pupils
Wed.	11:00	Auditorium	Jackson Five	3rd and 4th
Wed.	1:00	Auditorium	Marc Copage	pre-school kindergarten 1st-20 min. 2nd-20 min. 3rd-20 min.
Wed.	1:00	Classrooms	O.J. Simpson Allen Crawlings Fred Williamson Don Marshall	6th 5th 4th 3rd
Thurs.	9:30	Classrooms	Willie Davis	5th and 6th
Thurs.	10:10	Classrooms	Ray Stweart	5th and 6th
Thurs.	11:00	Classrooms	Arnett Hartsfield	1st and 2nd
Thurs.	11:00	Classrooms	Dr. Fred Lackwell	4th
Thurs.	1:00	Auditorium	Marv Kendricks Frank Jones Jimmy Jones	5th and 6th boys
Fri.	9:00	Auditorium	Afro-Dance Group	5th and 6th girls (other
Fri.	11:00	Auditorium	Ray Griffin	5th and 6th boys
Fri.	1:00	Auditorium	Young Kids	

BLACK HISTORY WEEK

REFLECTION'S OF CHILDREN

The Age of Seven

These are our thoughts at the age of seven,
If we had our way, it would be the age of eleven.

We have learned our letters one by one,
When we sing them, oh, what fun!

We wrote our letters on paper by two's, three's and four's,
Now we like to read them as we sit on the floor.

We are learning the meaning of thrift,
We count our pennies we received as a gift.

We can count faster by two's, three's and five's,
But we always manage to take time out for some jive.

We count our money better when we buy gum, candy, chips and polyseeds,
Many people have other ideas of what we need.

We are growing rapidly each day in many different ways,
Trying to use our knowledge day by day.

The time we spend learning the things we should,
In future years, we shall use them as grown-ups would.

Second Grade
Room 27

Watts

I saw words on many stores that said "Watts is the sun." I went to the Watts Towers, and it's beautiful. Watts is kind of a good place. They have good stores and they have good parades. They have a good library too. And, they have good schools like 111th Street. I think Watts is soul and I think black is soul too. They have good policemen and firemen. You know what? Watts is a good place after all!

Yvonne Denise Henderson
Room 15

We think black is beautiful
We think black is smart.
We can play--
We can pray--
We are wonderful people at heart.

We think black is proud.
We think black is true.
We can read--
We can lead--
We can do as much as you.

We think black is brave.
We think black is bold.
We can write.
We can fight.
We have hearts made of gold.

(Words gotten from class.
Put to verse by teacher.)

Coming Events--

March - Artist Van Slatter

April - Locke High School Marching Band and Drill Team

BLACK HISTORY WEEK

ACKNOWLEDGEMENTS

Many people have worked long hours to put this program together. Gracious appreciation is extended to all who contributed.

A very special thank-you is extended to Mrs. LeVern Wiggins who made the initial contact with most of our special guests.

Committee

Daniel R. Lawson - Chairman
Joyce Cooper
Beatrice Conant
Lorayne M. Douglass
Zenobia Carey
J.D. McNeely
Revella Holmes
LeVern Wiggins
Don Chadwell

Cover

Marilyn Hanratty

Auditorium Decorations

Clara Davis
Dorothy Adams

Hall Decorations - Fourth Grade

Charles Stewart
Lorayne M. Douglass
James Williams
Renee Paige
Gladys Williams
Earldene Williams
Linda Berghuis
Mary Jenkins

Refreshments

Social Committee

111TH STREET SCHOOL

A6 Promotion Program

Wednesday, June 13, 1973 10:00 A.M.

Processional . . . . . 6th Grade Class

Color Guard . . . . . Troup #578

Pledge of Allegiance to the Flag

Black National Anthem

Invocation . . . . . Mr. J. Williams

Greetings. . . . . Ms. L. McNeal

Welcome. . . . . Terrence Henderson
Student Council Chairman

Music

"Battle Hymn of the Republic"

A Medley of Thoughts . . . . . Regina Jouhnson
Laureen Dright

"Reflections . . . Past, Present and Future" — Dione McDaniel, Johnny Hardgraves, Darryl Johnson

"I Have a Dream" . . . . . Edrick Tompkins

Music. . . . . Jr. & Sr. Chorus
"No Man is an Island"

Parent Response. . . . . Mrs. Lillie Grant

Choral Reading . . . .
"Black Seeds Keep on Growing"
Revised and Directed by Ms. L. McNeal

Presentation of Sixth Grade Certificates

Presentation to Principals . . . . . Robert Felder
Sandra Davis

Acknowledgements. . . . . LaWanda Williams

Closing Remarks

Recession

* * * * * * * * * * *

Teachers. . . . . .Mr. D. Cummings, Chairman
Mr. G. Estes
Mr. C. Hewlett
Mr. W. Kimbell
Mr. L. Linden
Ms. L. McNeal
Mr. J. Williams

Academic Consultant. . . . . Mrs. G. O'Neal

Reading Specialists: . . . . . Mrs. A. Joseph
Mrs. J. Thomas

Music Teacher. . . . . Ms. Thomasine Fitzgerald

Math Specialist. . . . . Mr. J. Gilchrist

Librarian. . . . . Ms. J. Cohn

Education Aides. . . .

Ms. V. Hill	Ms. C. Miller
Ms. E. Donahue	Ms. D. Moland
Ms. L. Matthews	Ms. E. Stuckey

Principal. . . . . Ms. L. Flournoy

Vice-Principal . . . . . Mr. D. Lawson

Acknowledgements

Services . . . . . Custodial Staff

Programs . . . . . Office Staff